

Education for All by 2015  
Will we make it?



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# Foreword

Seven years ago 164 governments, together with partner organizations from around the world, made a collective commitment to dramatically expand educational opportunities for children, youth and adults by 2015.

Participants at the World Education Forum in Dakar, Senegal, endorsed a comprehensive vision of education, anchored in human rights, affirming the importance of learning at all ages and emphasizing the need for special measures to reach the poorest, most vulnerable and most disadvantaged groups in society.

This sixth edition of the *EFA Global Monitoring Report* assesses the extent to which these commitments are being met. There is clearly a 'Dakar effect', evidence that rallying around common goals can mobilize countries to empower individual lives. Partly because of the abolition of tuition fees, more children are enrolled in school than in 2000, with the sharpest increases in the regions farthest from the goals set in Dakar. Many governments have introduced targeted strategies to reach the poorest households and to encourage girls' schooling. A growing number are conducting national assessments to measure pupils' learning achievement, valuable evidence for improving education quality. Though a recent downturn is cause for concern, aid to basic education has increased rapidly since 2000.

As education systems expand, however, they face more complex and more specific challenges. They must address the increasing number and diversity of student populations by ensuring that all children and youth, regardless of their backgrounds, gain access to a quality education. They must act upon the challenges of our era: rapid urbanization and the HIV/AIDS pandemic, the demands of knowledge societies. Any failure to deliver on these obligations breaches our commitment to universal basic education.

We are steering the right course but the years ahead will require unwavering political will to consistently ensure that education from early childhood onwards is a national priority, to engage governments, civil society and the private sector in creative partnerships, and to generate dynamic coordination and support from the international community. Time is of the essence: for the 72 million children out of school, for the one in five adults without basic literacy skills and for the many pupils who leave school without acquiring essential skills and knowledge.

The *EFA Global Monitoring Report* offers an authoritative reference for comparing the experiences of countries, understanding the positive impact of specific policies and recognizing that progress happens when there is political vision and commitment. I urge every development and education stakeholder to use this report as a guide and impetus for bold and sustained action. We cannot afford to fail.



Koichiro Matsuura

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# Highlights of the EFA Report 2008

## Major developments since 2000

- Primary school enrolment rose from 647 million to 688 million worldwide between 1999 and 2005, increasing by 36% in sub-Saharan Africa and 22% in South and West Asia. As a result, the number of out-of-school children declined, with the pace of this decrease particularly marked after 2002.
- Rapid progress towards universal enrolment and gender parity at the primary level for example in Burkina Faso, Ethiopia, India, Mozambique, the United Republic of Tanzania, Yemen and Zambia shows that national political will combined with international support can make a difference.
- The cost of schooling remains a major obstacle to education for millions of children and youth despite the abolition of primary school tuition fees in fourteen countries since 2000.
- The gender parity goal has been missed: only about one-third of countries reported parity in both primary and secondary education in 2005, with only three reaching it since 1999.
- An increasing number of international, regional and national assessments report low and unequal learning outcomes, reflecting the extent to which poor education quality is undermining the achievement of EFA.
- National governments and donors have favoured formal primary schooling over early childhood, literacy and skills programmes for youth and adults despite the direct impact of these on achieving universal primary education and gender parity.
- Illiteracy is receiving minimal political attention and remains a global disgrace, keeping one in five adults (one in four women) on the margins of society.
- Aid to basic education in low-income countries more than doubled between 2000 and 2004 but decreased significantly in 2005.

## Where the world stands on the six EFA goals

- Out of 129 countries, 51 have achieved or are close to achieving the four most quantifiable EFA goals,<sup>1</sup> 53 are in an intermediate position and 25 are far from achieving EFA as a whole, the EFA Development Index shows. The lowest category would be larger still if data were available for a number of fragile states, including conflict or post-conflict countries with very low levels of education development.

### 1. Early childhood care and education

- Although child mortality rates have dropped, a majority of countries are not taking the necessary policy measures to provide care and education to children below age 3.
- The provision of pre-primary education for children aged 3 and above has improved but remains scarce across sub-Saharan Africa and the Arab States.
- Early childhood care and education programmes generally do not reach the poorest and most disadvantaged children, who stand to gain the most from them in terms of health, nutrition and cognitive development.

1. The EFA Development Index reflects progress towards the goals of universal primary education, adult literacy, gender parity and education quality.

## 2. Universal primary education

- Twenty-three countries that lacked legal provisions for compulsory education in 2000 have since established them. Compulsory education laws now exist in 95% of 203 countries and territories.
- The global net enrolment ratio rose from 83% to 87% between 1999 and 2005, faster than from 1991 to 1999. Participation levels increased most rapidly in sub-Saharan Africa (23%) and South and West Asia (11%).
- The number of out-of-school children dropped by 24 million to 72 million between 1999 and 2005. Thirty-five fragile states account for 37% of all out-of-school children.
- Despite overall enrolment increases, subnational disparities in school participation persist between regions, provinces or states and between urban and rural areas. Children from poor, indigenous and disabled populations are also at a systematic disadvantage, as are those living in slums.
- On current trends, fifty-eight out of eighty-six countries that have not yet reached universal primary enrolment will not achieve it by 2015.

## 3. Learning needs of young people and adults

- Non-formal education programmes remain neglected in terms of public funding, although some governments have recently developed national frameworks for sustained provision.
- Household surveys show that non-formal education is nonetheless the main route to learning for many disadvantaged youth and adults in some of the world's poorest countries.

## 4. Adult literacy

- Worldwide, 774 million adults lack basic literacy skills, as measured by conventional methods. Some 64% of them are women, a share virtually unchanged since the early 1990s. Direct measurement of literacy skills would significantly increase the global estimate of the number of adults denied the right to literacy.

- Most countries have made little progress during the past decade in reducing the absolute number of adult illiterates, with the notable exception of China.
- The adult literacy rate in developing countries increased from 68% to 77% between the periods 1985–1994 and 1995–2004.
- Of the 101 countries still far from achieving 'universal literacy', 72 will not succeed in halving their adult illiteracy rates by 2015.

## 5. Gender

- Only 59 countries with data had achieved gender parity in primary and secondary education by 2005; 75% of countries are at parity or close to it at primary level, while 47% are close to reaching the goal in secondary education.
- Boys' underparticipation and underachievement are of growing concern in secondary education.
- Only 18 out of 113 countries that missed the gender parity goal at primary and secondary level in 2005 stand a chance of achieving it by 2015.
- Gender equality remains elusive: sexual violence, insecure school environments and inadequate sanitation disproportionately affect girls' self-esteem, participation and retention. Textbooks, curricula and teacher attitudes continue to reinforce stereotypes on gender roles in society.

## 6. Quality

- Survival rates to the last grade of primary school improved between 1999 and 2004 in most countries with data but remained low in sub-Saharan Africa (median rate of 63%) and in South and West Asia (79%).
- Relatively low and unequal learning achievement in language and mathematics characterize many countries worldwide.
- Crowded and dilapidated classrooms, too few textbooks and insufficient instructional time are widespread in many developing countries and fragile states.

- Pupil/teacher ratios have increased in sub-Saharan Africa and in South and West Asia since 1999. Eighteen million new primary school teachers are needed worldwide to reach universal primary education by 2015.
- Many governments are hiring contract teachers to save costs and rapidly increase the teaching force, but where such teachers lack adequate training and service conditions, this practice could have a negative impact on quality in the future.

## Financing EFA

### *National spending*

- Outside North America and Western Europe, education expenditure as a share of GNP increased in fifty countries and decreased in thirty-four between 1999 and 2005.
- Public expenditure on education increased by over 5% annually in sub-Saharan Africa and in South and West Asia, the two regions farthest from achieving the EFA goals.
- Countries with primary net enrolment ratios below 80% in 2005 but making significant progress towards UPE increased their education expenditure as a share of GNP from 3.4% in 1999 to 4.2% in 2005, on average. In countries where progress has been slower, the average share decreased.

### *Aid to basic education*

- Commitments to basic education increased from US\$2.7 billion in 2000 to US\$5.1 billion in 2004 before declining to US\$3.7 billion in 2005.
- The increase particularly benefited low-income countries, which received on average US\$3.1 billion a year in 2004 and 2005. On current trends, and if pledges are met, bilateral aid to basic education will likely reach US\$5 billion a year in 2010. Even when multilateral aid is included, the total will still be well below the US\$11 billion a year required to reach the EFA goals.
- Aid to education is still not targeted to the neediest countries, and a minute share goes to early childhood and literacy programmes.

## Top policy priorities

- Increased participation, equity and quality can be promoted together through a mix of adequately financed universal and targeted measures that encompass all six EFA goals.
- Education policies must focus on inclusion, literacy, quality, capacity development and finance.
- In addition the international architecture for EFA must be made more effective.

## National governments

### *Measures to promote inclusion*

- assure provision of early childhood care and education programmes with health, nutrition and education components, especially for the most disadvantaged children;
- abolish school fees and provide enough places and teachers in school to cope with new entrants;
- provide financial support such as scholarships, cash or in-kind transfers to children from poorer households;
- take measures to alleviate the need for child labour and allow for flexible schooling and non-formal equivalency courses for working children and youth;
- promote inclusive policies that open schools to disabled children, indigenous children and those from other disadvantaged groups;
- address gender disparities by increasing the numbers of female teachers in countries with low enrolment of girls and by building schools close to home and with proper sanitation;
- place top priority on boldly expanding adequately staffed and funded literacy and skills-training programmes for youth and adults, harnessing all forms of media;
- establish media and publishing policies that promote reading.

### **Measures to promote quality**

- use incentives to attract new recruits to the teaching profession, provide adequate teacher training and professional development;
- assure sufficient instructional time and a textbook development and distribution policy;
- create safe and healthy learning environments;
- promote gender equality through teacher training, the curriculum and textbook contents;
- recognize the importance of mother tongue instruction in early childhood and the first years of primary school;
- develop constructive partnerships between government and the non-state sector to increase access to quality education.

### **Measures to improve capacity and financing**

- maintain or, where necessary, increase public spending, noting that unit costs are likely to rise for enrolling the most disadvantaged and marginalized;
- increase financing for early childhood, literacy and quality, especially teacher training and professional development;
- strengthen management capacity at all levels of government;
- coordinate early childhood and adult literacy programmes with all involved ministries and NGOs;
- formally engage civil society in EFA policy formulation, implementation and monitoring;
- invest in capacity to collect, analyse and use data on education systems.

### **Civil society**

- further strengthen civil society organizations that enable citizens to advocate for EFA and to hold government and the international community to account;
- engage with national governments in the development, implementation and monitoring of education policies;
- encourage training in education policy analysis and finance.

### **Donors and international agencies**

- Increase aid to basic education sharply to meet the annual external financing need of US\$11 billion by 2010.
- Raise to at least 10% the share of basic education in bilateral sectoral aid.
- Improve governments' capacity to use larger amounts of aid effectively.
- Ensure that aid is:
  - more targeted, to reach the countries most in need, especially fragile states and countries in sub-Saharan Africa;
  - more comprehensive, to include early childhood, youth and adult literacy and skills programmes, and capacity development in policy, planning, implementation and monitoring;
  - more focused on EFA rather than post-secondary education;
  - more predictable, to support long-term national education plans;
  - more aligned with government programmes and priorities.

# Overview

## Chapter 1 The enduring relevance of Education for All



This edition of the *EFA Global Monitoring Report* marks the midway point in an ambitious international movement to expand learning opportunities for every child, youth and adult in the world by 2015.

In April 2000 in Dakar, 164 governments together with partner institutions adopted a Framework for Action focusing on the achievement of six Education for All goals pertaining to the expansion of early childhood care and education, the achievement of universal primary education, the development of learning opportunities for youth and adults, the spread of literacy, the achievement of gender parity and gender equality in education and improvements in education quality.

The EFA agenda rests on a belief that public policy can radically transform education systems, given adequate political will and resources. The global prospect for achieving EFA is also influenced by trends in demography, urbanization, migration, health, and economic and political systems. By 2008, for example, more than half the world's population (about 3.3 billion people) will live in urban areas, nearly one-third of whom will live in slums. Due to continued population growth, the least developed countries, which are furthest from universal participation at primary and secondary level, especially in sub-Saharan Africa, will face increasing enrolment pressure in coming decades. Among health concerns, HIV/AIDS, tuberculosis and malaria are having a devastating impact on school systems, especially in sub-Saharan Africa.

Real per capita income growth was sustained in sub-Saharan Africa and South Asia between 2000 and 2005, and remained high in East Asia and the Pacific. But despite reductions in the number of people living in absolute poverty, there has been rising inequality between rich and poor. Unless policies targeting poor and disadvantaged children are introduced, existing socio-economic inequality may be worsened through poor education and differentiated school systems.

Strengthening and supporting 'fragile' states has been an emerging priority on the EFA agenda since 2000. Such states are characterized by weak institutions, prolonged economic hardship and/or conflict, with a direct negative impact on education development. More than half a billion people are estimated to live in thirty-five fragile states.

Official development assistance from bilateral donors grew by 9% annually between 1999 and 2005, but preliminary data indicate a downturn in 2006. In 2005, the G8 countries made commitments to increase aid substantially through a variety of means, including traditional development assistance and debt relief. Yet donors need to accelerate plans to scale up aid to Africa if their promises are to retain credibility.

Recent research confirms the developmental benefits of expanding education systems, but points to a need for complementary policies to offset inequality and improve learning. The right to education has been enforced through measures such as compulsory education laws, passed by an increasing number of countries since 2000.

At international level, initiatives have focused on specific targets (literacy, girls, HIV/AIDS) and on improving the quality of aid. The convergence of such initiatives, however, will be vital for the full range of education for all goals to be achieved.

## Chapter 2 The six goals: how far have we come?



This chapter provides a systematic assessment of progress towards EFA since Dakar, comparing data which pertain to the school year ending in 2005 with corresponding 1999 figures. It focuses on the regions and countries that face the greatest challenges in achieving the goals by 2015 and draws attention to inequities within countries.

Early childhood care and education programmes improve children's health, nutrition, well-being and cognitive development. They offset disadvantage and inequality and lead to better achievement in primary school. The comprehensive care and education of children below age 3 remains a neglected area. Meanwhile, access to pre-primary education for children aged 3 and above has improved, but remains very uneven. Many developing countries still have limited or non-existent pre-primary education systems.

Access to and participation in primary education have sharply increased since Dakar, and the number of out-of-school children dropped from 96 million to 72 million between 1999 and 2005. The Arab States, sub-Saharan Africa, and South and West Asia have shown substantial increases in enrolment ratios. However, progression through the primary grades and school completion remain important concerns nearly everywhere. Most countries, even those with relatively high primary enrolment ratios, need to address equity issues.

The learning needs of young people and adults remain woefully undocumented. This goal has been particularly neglected, in part because of the difficulty of defining and monitoring it. Many young people and adults acquire skills through informal means, or through a great variety of non-formal literacy, equivalency, life-skills and livelihood programmes.

Adult literacy remains a serious global issue: 774 million adults (of whom 64% are women) still lack basic literacy skills. Three regions (East Asia, South and West Asia, and sub-Saharan Africa) concentrate the vast majority of the one in five adults around the world still denied the right to literacy. Except in China, there has been little progress during the past decade in reducing the large number of illiterate adults.

The goal of eliminating gender disparities in both primary and secondary education by 2005 has been missed in a great majority of countries. While about 63% of countries with data have managed to eliminate gender disparities in primary education, only 37% have done so at secondary level.

Progress towards gender equality remains elusive. Sexual violence, insecure environments, and inadequate sanitation in schools disproportionately affect girls. Physical violence, by contrast, mainly affects boys. Gender-biased teacher attitudes, perceptions and expectations are common, and textbooks often reinforce stereotypes of gender-

specific roles of adult men and women. Academic performance of boys and girls is converging, but fields of study and occupational orientations continue to be clustered by gender.

International and regional assessments, and a growing number of national assessments conducted since 1999 show that poor learning outcomes in language, mathematics and other subjects still characterize many countries worldwide. More than 60% of countries allocate fewer than 800 yearly hours of instruction in grades 1–6, even though recent research confirms positive correlations between instructional time and learning outcomes. Many developing countries, especially in sub-Saharan Africa, have crowded classrooms, poor school infrastructure and inadequate learning environments. Acute shortages of teachers are common, especially in sub-Saharan Africa, and South and West Asia, and even greater shortages of trained teachers in some countries restrict quality teaching and learning.

The EFA Development Index, calculated for 129 countries, points to multiple challenges in 25 countries that are far from achieving EFA as a whole, several of them characterized as fragile states. Two-thirds are in sub-Saharan Africa, but the group also includes some Arab States and countries of South and West Asia. Data are lacking for many countries, among them a number of fragile states, which are likely to suffer from limited education development.

## Chapter 3 Countries on the move



This chapter focuses on three policy areas to illustrate how countries are developing and strengthening education systems

in order to meet the basic learning needs of all children, youth and adults: the importance of having an institutional environment that promotes and supports education; strategies that countries have followed to expand access to education, especially for the poorest and most disadvantaged groups; and measures countries are taking to improve teaching and learning. Information is based on a review of policies and strategies adopted since 2000 by a selected group of thirty developing countries.



Governments' efforts to develop national education sector plans have gained momentum since 2000 but weak management capacity is a major barrier to progress in many low-income countries. Although civil society has played a much more visible advocacy role since Dakar, opportunities to engage with government in setting national education agendas remain limited.

Two other institutional trends are the increasing prominence of non-state providers, especially in countries where enrolment has risen sharply since 2000, and the decentralization of financial, political and administrative responsibilities for education. A common problem with decentralization is confusion about new roles and responsibilities, and there is a risk of making subnational inequality worse.

The Dakar Framework calls on governments to ensure that education systems explicitly identify, target and respond to the circumstances of the poorest and most marginalized populations. The need for a comprehensive approach not limited to universal primary education is a hallmark of the Dakar agenda.

Early childhood care and education has moved up on policy agendas, especially pre-primary education, but problems persist: not enough focus on under-3s; a lack of holistic approaches encompassing care, health and nutrition in addition to education; a poorly trained workforce; and a lack of coordination among providers.

The Dakar goal of halving the illiteracy rate by 2015 will not be met without a substantial scaling up of programmes. Although some governments in recent years have made efforts to develop national frameworks for meeting the needs of youth and adults, programmes remain marginal and underfunded.

Fourteen countries have abolished tuition fees for primary school since 2000. Evidence suggests that this measure encourages enrolment of the most disadvantaged children. In several countries where girls' enrolment has increased sharply since 1999, governments have taken special measures to increase their participation: improving school infrastructure, encouraging the recruitment of female teachers and making learning materials free.

More targeted approaches are needed to reach the most vulnerable and marginalized children. A number of countries in Latin America have introduced programmes transferring money directly to marginalized households that enrol their children. In Asia, stipend programmes have encouraged the

transition of girls to secondary school. Flexible schooling, non-formal equivalency courses and bridging courses are among options being taken to provide for the learning needs of working children and youth.

To varying degrees, all countries need to improve the quality of education. There is no single strategy, but key elements include health and safety at school, enough learning time and textbooks, skilled and motivated teachers, and effective teaching methods. To address teacher shortages and limit costs, many governments are hiring teachers on temporary contracts. In the long term, governments need a policy framework assuring the integration of contract teachers with regular teachers into one career stream.

Classroom practices and curricula influence teaching and learning. Of particular importance are the use of children's mother tongue, regular assessment, enough textbooks, and access to information and communication technology. Many countries are moving towards a system of continuous pupil assessment. While there is a long way to go in promoting multilingualism and mother-tongue initial instruction in primary education, progress is being made.

Although the number of armed conflicts around the world is in decline, most wars continue to be fought in the developing world, with civilians suffering the most casualties. By investing in education in post-conflict situations, governments and the international community send out a forceful message about building a more peaceful future.

## Chapter 4 Progress in financing Education for All



The ultimate responsibility for achieving EFA lies with governments, but for many countries, especially the poorest, progress also relies on support from donors.

While a majority of governments, particularly in the least developed countries and most noticeably in sub-Saharan Africa, have increased the financial priority given to education, too many countries continue to allocate very low shares of GNP and total government expenditure to education.

Even when tuition fees have been abolished, costs of schooling remain an obstacle for the poorest families, although some governments have been innovative in devising ways to reduce the financial burden of schooling on households.

The overall amount of external financial support for basic education grew consistently between 2000 and 2004, particularly benefiting low-income countries, but declined in 2005. The amount and distribution of aid remain inadequate: too many donors are giving greater priority to higher levels of education, too high a share of education aid continues to go to middle-income rather than low-income countries, and levels of assistance to the latter vary widely by country.

The movement to improve the effectiveness of aid through greater harmonization between donors and alignment between donors and governments has accelerated since 2000. The Fast Track Initiative is one illustration of this, with education sector plans of thirty-one countries now endorsed. Multiple donors have been giving growing support for sector-wide programmes with sectoral budget support, including for education.

External aid for basic education does not automatically lead to improvement in educational outcomes. Quantitative studies suggest that the impact is positive, though less than generally anticipated, and more qualitative evaluations indicate that some objectives are much easier to reach through external funding than others.

Some major initiatives to increase levels of debt relief for highly indebted poor countries have been taken since 1999, first for bilateral debt and since 2005 for debt to multilateral institutions; these initiatives appear to have benefited basic education. In some countries governments and donors have worked well together since Dakar and been able to increase financial resources for basic education significantly. In others, however, this has not happened. Such countries, where education development is low, no strong reform programmes are in place and donor interest is lacking, are in the greatest danger of not fulfilling the goals set at Dakar.

## Chapter 5 The way forward



As we move beyond the midway point from Dakar to 2015, key questions arise. What are the prospects for achieving

the goals, and how can governments and actors at every level accelerate the movement towards quality education for all?

Projections suggest that, without accelerated efforts:

- 58 of the 86 countries that have not yet reached universal primary enrolment will not achieve it by 2015;
- 72 out of 101 countries will not succeed in halving their adult illiteracy rates by 2015;
- only 18 of the 113 countries that missed the gender parity goal at primary and secondary level in 2005 stand a chance of achieving it by 2015.

Countries making significant progress towards universal enrolment in primary education have tended to increase their education expenditure as a share of GNP. In countries where the progress has been slower, the share has decreased.

The analysis also signals that, although early childhood care and education is receiving increasing attention, participation rates remain relatively low in all developing regions except Latin America and the Caribbean. Sub-Saharan Africa, and South and West Asia, the two regions with the lowest literacy rates and the highest number of out-of-school children, need to pay much stronger attention to the inclusion of youth and adults in basic education through literacy and other programmes.

Across the world, more than 18 million new teachers will need to be employed by 2015. Sub-Saharan Africa faces the greatest challenge. To reach universal primary education the stock of teachers will have to increase from 2.4 million in 2004 to 4 million in 2015, in addition to the 2.1 million new teachers required to replace those leaving the teaching workforce.

Growth in per capita income across all low-income countries creates the potential for higher government expenditure on EFA, as does the increasing share of national income that governments across Asia and sub-Saharan Africa allocate to EFA. But governments face the need to spend more on secondary and tertiary education, as well as on basic education.

The amount of aid to basic education for low-income countries in 2004 and 2005 – an average of US\$3.1 billion year – is clearly well below the estimated annual US\$11 billion required to reach the EFA goals. If donors fulfil their pledges, annual bilateral aid to basic education will reach US\$5 billion by 2010.

Overall, the thirty-two low-income countries identified as having the lowest levels of education development received one-third of total aid to basic education in 2004–2005, roughly the same as before Dakar; six of them received below-average amounts of aid to basic education per primary school-age child.

## **Towards an agenda to make EFA happen**

### ***At global level:***

- All stakeholders need to ensure that EFA remains a priority in the face of other emerging issues such as climate change and public health, and that the focus is not just on universal primary education.
- Policy and implementation must emphasize inclusion, literacy, quality, capacity development and finance.
- The international architecture for EFA needs to be made more effective.

### ***National governments must:***

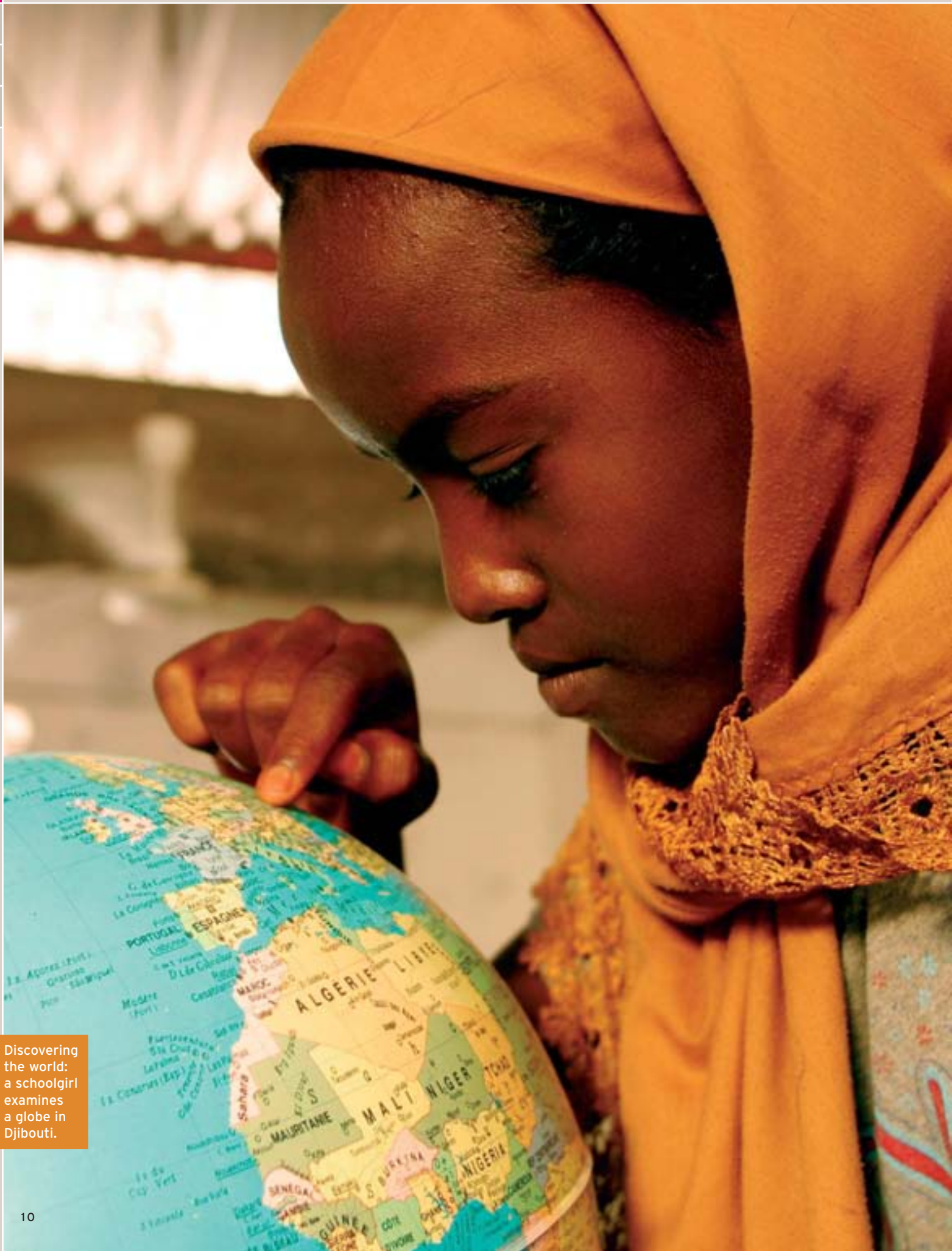
- take full responsibility for all the EFA goals, even if all services are not delivered through the public sector;
- include the poorest and most marginalized children, youth and adults through better school infrastructure, elimination of tuition fees, provision of additional financial support to the poorest households and flexible schooling for working children and youth;
- ensure that progress towards gender parity is maintained sustained and that gender equality is pursued;

- recruit and train teachers on a vast scale;
- greatly expand adult literacy programmes;
- make sure pupils master basic skills by paying particular attention to teacher training, safe and healthy learning environments, mother tongue instruction and sufficient learning resources;
- maintain public spending on basic education and expand it where necessary;
- engage with civil society organizations in policy formulation, implementation and monitoring.

### ***Bilateral and multilateral agencies alike need to:***

- increase the amount of aid they provide and deploy it differently;
- make long-term commitments, to enable finance ministers to approve major policy initiatives;
- pay special attention to sub-Saharan Africa and fragile states;
- continue efforts on aligning aid behind country-led sector plans.

The evidence since Dakar is clear: determined national governments have made progress in all regions and increased aid has worked to support this progress. This momentum must be maintained and accelerated in the short time left to 2015 if the right to education at every age is to be fulfilled.



Discovering the world: a schoolgirl examines a globe in Djibouti.



## Chapter 1

# The enduring relevance of Education for All

This edition of the *Education for All Global Monitoring Report* marks the midway point in an ambitious international movement to expand learning opportunities for every child, youth and adult by 2015. At the World Education Forum in 2000, 164 governments, 35 international institutions and 127 non-government organizations adopted the Dakar Framework for Action, promising to commit the necessary resources and effort to achieve a comprehensive and inclusive system of quality education for all. This introductory chapter examines the many developments occurring within education since 2000, and reflects on how these and other changes outside education have affected the Education for All vision.

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Introduction

Ten years after the World Conference on Education for All held in Jomtien, Thailand, in 1990, many stakeholders maintained that insufficient progress had been made towards the realization of Education for All (EFA) and that a renewed commitment was necessary. The World Education Forum in Dakar, Senegal, adopted a Framework for Action focusing on the achievement by 2015 of six EFA goals. Gender parity, defined as equal figures for both genders in key education indicators at the primary and secondary levels, was meant to be achieved even earlier, by 2005.

The *EFA Global Monitoring Report* was established with the 2002 edition to monitor progress towards the EFA goals. Subsequent editions have each focused on a specific goal. Data are now available for 2005 and they show definitively that a large number of countries<sup>1</sup> did not achieve the gender parity goal. Halfway between 2000 and 2015, this *Global Monitoring Report* assesses the progress of the EFA movement since 2000 and identifies implications for the achievement of the Dakar agenda:

- Have national governments followed up on their commitment to the EFA goals?
- Has the international community provided adequate support to national governments?
- Is the world, as a result, progressing towards EFA by 2015 and, if not, which are the goals that have been neglected and the countries or regions in greatest difficulty?

This Report emphasizes that:

- The gender parity goal set for 2005 has been missed. Only 59 out of 181 countries with data have no gender disparities in both primary and secondary education. Most of these countries had already reached gender parity by 1999. Only three countries eliminated gender disparities between 1999 and 2005.
- Very significant progress has been made in terms of enrolment in primary and lower secondary school, especially for girls and in

1. Throughout the Report, the word ‘countries’ should generally be understood as meaning ‘countries and territories’.

some of the regions and countries that were facing the greatest challenges in 2000. A major equity challenge remains: to enrol and retain all children, especially the poor and disadvantaged, and those living in fragile states.<sup>2</sup>

- Fields as important as early childhood care and education (ECCE) and learning opportunities for youth and adults, including in literacy, have suffered because of continued neglect from national governments and the international community. This is a further aspect of the equity challenge: giving all people an educational start (through ECCE) and compensating for past failures to do so (via youth and adult programmes, especially literacy).
- The quality of education is increasingly perceived as the pervasive issue, across the world. Systematic assessments of learning outcomes, which have become more frequent in recent years, show problematically low and/or unequal levels of learning in most countries. Although the proportion of an age cohort entering the first grade of primary education is high or has increased in most developing countries, many children do not complete the primary cycle and even fewer master basic literacy and numeracy skills.
- Reforming classroom teaching and learning, and the management of schools, so as to reduce gender inequality and improve the quality of education has proved difficult and not easily amenable to global policy prescriptions.
- The flow of external financial support for basic education grew consistently between 2000 and 2004, but declined in 2005 and remains totally inadequate overall, compared to needs, in terms of both level and allocation.
- The vision of EFA has tended to be reduced to an emphasis on provision of formal schooling at primary level, which is necessary but insufficient to achieve education 'for every citizen in every society'. This limited vision has particularly been reinforced at the international level, where the Millennium Development Goals (MDGs), with their focus on primary education, are dominant and with the growth of the Fast Track Initiative (FTI), which also largely limits itself to primary education, albeit in a broader sectoral context.

This introductory chapter presents Education for All as it was envisaged in Dakar in 2000 and reflects on developments both within and outside the education sphere that have since affected its realization. It then explains how the subsequent chapters will assess the EFA movement.

## Education for All as endorsed at the Dakar World Education Forum

### From the Jomtien Declaration to the Dakar Framework

In March 1990, the World Conference on Education for All, in Jomtien, Thailand, adopted the World Declaration on Education for All, which stated that 'everyone has a right to education', recognized the setbacks suffered by the education systems of many developing countries during the 1980s, and proclaimed a commitment to meeting the basic learning needs of every citizen in every society (Box 1.1). This concept of 'Education for All' meant much more than the expansion of existing formal school systems to foster economic growth through the spread of basic cognitive skills. It implied reflection on the nature and purpose of education in each society, given that it stressed basing education expansion on the actual needs of children, youth and adults, especially the excluded, as well as promoting culture and empowering citizens.

By the late 1990s, it was felt that, despite the emphasis on basic education repeated at many international conferences that followed Jomtien, the EFA agenda had essentially been neglected. An EFA Assessment conducted in 1999–2000, involving six regional conferences, revealed that, 'at the start of the new millennium':

- (i) Of the more than 800 million children under 6 years of age, fewer than a third benefit[ed] from any form of early childhood education.
- (ii) Some 113 million children, 60 per cent of whom [were] girls, [had] no access to primary schooling.
- (iii) At least 880 million adults [were] illiterate, of whom the majority [were] women (UNESCO, 2000a, Commentary, para. 5).

The concept of EFA implies reflection on the nature and purpose of education in each society

2. See Box 1.4 on fragile states.

### Box 1.1: The EFA perspective

Article 1 of the World Declaration on Education for All adopted at Jomtien defined the purpose of EFA as meeting basic learning needs:

1. Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.
2. The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world.
3. Another and no less fundamental aim of educational development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth.
4. Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training.

Source: UNESCO (1990).

The state of education was particularly problematic in the countries of sub-Saharan Africa and South Asia, in the Arab States, in the least developed countries and in countries in conflict or undergoing reconstruction. In addition, several areas of concern were identified: the impact of the HIV/AIDS pandemic on education systems, the lack of early childhood education opportunities, school health, the education of girls and women, adult literacy and the provision of education in situations of crisis and emergency.

In April 2000, at the World Education Forum in Dakar, 164 country governments, together with representatives of regional groups, international organizations, donor agencies, non-government organizations and civil society, reaffirmed the Jomtien perspective on EFA and adopted a

Framework for Action designed to deliver on the commitments made since 1990, with the aim of achieving Education for All within a generation and sustaining it thereafter.<sup>3</sup>

### EFA goals and strategies

There are three key elements of the Dakar Framework for Action. The first is a set of six goals to be achieved by all countries by 2015 (Box 1.2). The fact that part of the fifth goal – eliminating gender disparities in primary and secondary education (defined as disparities in key education indicators such as enrolment and completion ratios) – was to be achieved within five years rather than fifteen may have been more an expression of strong commitment to female education than a realistic target.

The MDGs, approved by world leaders at the United Nations Millenium Summit in 2000 and reaffirmed at the UN World Summit in 2005, form an agenda for reducing poverty and improving lives, and for the activities of many aid agencies. Two of them echo EFA goals 2 and 5:

- MDG 2. Achieve universal primary education. (Target: ensure that by 2015 children everywhere, boys and girls, will be able to complete a full course of good quality primary schooling.)
- MDG 3. Promote gender equality and empower women. (Target: eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015).

In addition, MDG 8 is to 'Develop a global partnership for development', encompassing the target of addressing the least developed countries' special needs through 'more generous official development assistance for countries committed to poverty reduction' (United Nations, 2001a).

The second element of the Dakar Framework for Action is a set of twelve strategies to be followed by all participants in the World Education Forum, whether governments or others (Box 1.3).

The Dakar Framework reaffirms the prominence of national governments in the expansion of education opportunities: 'The heart of EFA activity lies at the country level' (UNESCO, 2000a, Framework, para. 16). Governments are to implement national

3. Five international agencies jointly convened the Dakar forum: UNDP, UNESCO, UNFPA, UNICEF and the World Bank.



**Box 1.2: The Dakar EFA goals**

Paragraph 7 of the Dakar Framework for Action defines the EFA goals the governments, organizations, agencies, groups and associations represented at the World Education Forum pledged themselves to achieve:

1. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
3. ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
4. achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for adults;
5. eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Source: UNESCO (2000a).

plans of action for EFA (analysed in the 2006 Report: UNESCO, 2005a, pp. 76-84), integrated into their broader poverty reduction and development strategies, and developed in partnership with civil society (see, for example, UNESCO, 2006a, pp. 175-7).

The third key element of the Dakar Framework has to do with resources and constitutes an international pledge. Budget priorities should be altered as far as necessary to achieve the goals, and the international community promises to support countries that lack the necessary resources: 'Political will and stronger national leadership are needed for the effective and successful implementation of national plans in each of the

**Box 1.3: The Dakar EFA strategies**

Paragraph 8 of the Dakar Framework lists twelve strategies:

1. mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education;
2. promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies;
3. ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development;
4. develop responsive, participatory and accountable systems of educational governance and management;
5. meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict;
6. implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices;
7. implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic;
8. create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all;
9. enhance the status, morale and professionalism of teachers;
10. harness new information and communication technologies to help achieve EFA goals;
11. systematically monitor progress towards EFA goals and strategies at the national, regional and international levels; and
12. build on existing mechanisms to accelerate progress towards education for all.

Source: UNESCO (2000a).

**A key element of the Dakar Framework constitutes an international pledge**

countries concerned. However, political will must be underpinned by resources. The international community acknowledges that many countries currently lack the resources to achieve education for all within an acceptable time-frame. ... We affirm that no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources' (UNESCO, 2000a, Framework, para. 10).

## EFA as a human right

Both the Jomtien Declaration and the Dakar Framework for Action draw on the Universal Declaration of Human Rights (United Nations, 1948) and subsequent international treaties. These

treaties establish the right to education and to non-discrimination, and have the force of law for the governments that ratify them. Specific provisions in these conventions emphasize free and compulsory primary education, and they also provide a backbone for the other EFA goals (Table 1.1).

Both the Jomtien Declaration and the Dakar Framework for Action draw on the Universal Declaration of Human Rights

**Table 1.1: Selected international human rights treaties relevant to the EFA goals**

| Instrument  | Components relevant to Education for All   | Ratifications <sup>1</sup> |
|---|--|----------------------------|
| International Bill of Human Rights:   | Free and compulsory elementary (primary) education.<br>Accessibility to higher levels of education on the basis of merit.<br>No discrimination.  |                            |
| • Universal Declaration of Human Rights (1948)  |  | 160 (17)                   |
| • International Covenant on Civil and Political Rights (1966)   |  | 156 (14)                   |
| • International Covenant on Economic, Social and Cultural Rights (1966)   |  |                            |
| Convention concerning Discrimination in Respect of Employment and Occupation [No. 111. Adopted by ILO, 1958]                                      | Protection of all persons in vocational training and employment from discrimination (based on distinction, exclusion or preference) made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin.   | 166 (26)                   |
| Convention against Discrimination in Education [Adopted by UNESCO, 1960]  | Free and compulsory primary education. Governments shall formulate, develop and apply a national policy tending to promote equality of opportunity and of treatment. No discrimination in access to or quality of education.   | 94 (7)                     |
| International Convention on the Elimination of All Forms of Racial Discrimination (1965)  | Right to education and training with no distinction as to race, colour or national or ethnic origin. Adopt measures, particularly in the field of teaching, education, culture and information, to combat prejudices which lead to racial discrimination.  | 173 (19)                   |
| Convention on the Elimination of All Forms of Discrimination against Women (1979)   | <ul style="list-style-type: none"> <li>• Eliminate discrimination against women in the field of education.</li> <li>• Ensure equality of access to same curricula, qualified teaching staff, and school facilities and equipment of the same quality.</li> <li>• Elimination of stereotyped concept of the roles of men and women by encouraging coeducation.</li> <li>• Reduction of female dropout rates; organization of programmes for those who left school prematurely.</li> <li>• Access to health information, including reproductive health.</li> </ul> | 185 (21)                   |
| Convention concerning Indigenous and Tribal Peoples in Independent Countries [No. 169. Adopted by ILO, 1989]                                      | <ul style="list-style-type: none"> <li>• Equal opportunities to obtain education.</li> <li>• Education responsive to culture and needs of indigenous peoples.</li> <li>• Educational measures to eliminate prejudices.</li> </ul>  | 18 (5)                     |
| Convention on the Rights of the Child (1989)  | <ul style="list-style-type: none"> <li>• Right to free and compulsory primary schooling without any type of discrimination. Access to higher levels of education.</li> <li>• Emphasis on child well-being and development, encouragement of measures to support child care.</li> </ul>   | 193 (3)                    |
| International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990)                              | <ul style="list-style-type: none"> <li>• Equality of treatment with nationals of the country concerned for access to education.</li> <li>• Facilitation of teaching of mother tongue and culture for the children of migrant workers.</li> </ul>   | 37 (25)                    |
| Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour [No. 182. Adopted by ILO, 1999] | Access to free basic education and to vocational training (wherever possible and appropriate) for all children removed from the worst forms of child labour.   | 165 (160)                  |
| Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict (2000)                            | <ul style="list-style-type: none"> <li>• Limit on voluntary recruitment of children into national armed forces, ban on recruitment of all children into independent armed groups.</li> <li>• Condemnation of the targeting of children and schools during armed conflicts.</li> </ul>  | 117 (117)                  |
| Convention on the Rights of Persons with Disabilities (2006) <sup>2</sup>   | <ul style="list-style-type: none"> <li>• No exclusion from free and compulsory primary education, or from secondary education, on the basis of disability.</li> <li>• Assurance of an inclusive education system at all levels and lifelong learning.</li> </ul>   | 2 (2)                      |

1. Total number of ratifications as of August 2007 (ratifications since Dakar in parentheses).

2. Not yet into force. 109 countries and the European Community have signed the Convention and 64 have signed the Optional Protocol. Five countries have ratified the Convention and three countries have ratified the Optional Protocol.

Sources: ILO (1958, 1989, 1999); OHCHR (1965, 1966a, 1966b, 1979, 1989, 1990, 2000, 2006); UNESCO (1960); United Nations (1948).

In particular, the Convention on the Rights of the Child constitutes a landmark commitment due to its breadth in terms of the rights that are recognized and to its reach across countries. It reaffirms the right to free and compulsory primary schooling without any type of discrimination, and also emphasizes child well-being and development. This aspect was recently confirmed by the Committee on the Rights of the Child in its General Comment No. 7, which calls attention to governments' obligations to formulate policies aimed specifically at the early childhood phase, considered to range from birth to age 8 (Committee on the Rights of the Child et al., 2006). The right to literacy has also been clearly established (UNESCO, 2005a).

The ratification of international treaties implies that governments have to translate the provisions into national legislation. Some of the conventions listed in Table 1.1 have continued to be ratified since 2000. However, the reality is that political commitments reflected in declarations and legal obligations contained in ratified treaties are both far from being enshrined in the national legal frameworks of many countries, much less enforced when they are.

## Achieving EFA in a changing world

The EFA agenda rests on a belief that public policy can radically transform education systems and their relationship to society within a few years, given adequate political will and resources. This belief extends not only to the provision of basic facilities for formal primary schooling, which several developing countries have indeed proven able to dramatically expand over short periods, but also to subtler aspects of the school system such as gender stereotypes and the relationship between teachers and pupils, on which the achievement of Goals 5 and 6, respectively, depends. While the Expanded Commentary on the Dakar Framework states that achieving EFA by 2015 'is a realistic and achievable goal' (UNESCO, 2000a, para. 5), doubts have been expressed concerning the 2015 target; for many countries this would imply, for instance, a speedier transition from elitist to near-universal enrolment in primary education than has ever been observed (Clemens et al., 2004).

In fact, though, there are now new opportunities to speed up the transition to EFA, making the Dakar

Framework more realistic than comparable policy statements made in earlier decades. Few countries still have very low and stagnating enrolment ratios in primary education. Indeed, most developing countries, including those with the largest populations, have either reached relatively high enrolment ratios or are experiencing very steep increases (Wils, 2002). Yet, the changing global context increases the urgency of achieving EFA; and, while national governments and international organizations have indeed put a renewed emphasis on education since 2000, the international architecture planned at Dakar has yet to be fully effective.

## Global trends affecting education

The global prospect for achieving EFA is influenced by trends in such diverse and interrelated areas as demography, urbanization, migration, health, and economic and political systems. Changes in these areas, discussed below, have important consequences for government resource allocation (Bloom et al., 2003; Mason, 2006).

A different change has to do with the prominence of EFA among global issues. Its relative priority is understandably, if unacceptably, at risk because of an increased focus since Dakar on other global issues, notably climate change.

### Population growth, urbanization and health

The growth rate of the global population (currently 6.7 billion) is declining, reflecting sustained reductions in fertility. However, while the population level in most developed countries remains unchanged, or is even decreasing, four out of five new births occur in developing countries, and the least developed countries<sup>4</sup> stand apart from other developing countries: their average annual rate of population change will be 2.6 times that of the others until mid-century.

People under age 15 account for 42% of the total population in these countries (United Nations, 2007). As a result, the very countries that are furthest from universal school participation at primary and secondary levels, especially in sub-Saharan Africa, will continue to have to enrol increasingly large cohorts over the next few decades. Meanwhile, many other countries that have achieved relatively high enrolment ratios will see their school-age population decline, which

**The EFA agenda rests on a belief that public policy can radically transform education systems and their relationship to society within a few years**

4. See list of least developed countries in annex, statistical tables, introduction.

**Urbanization continues at a rapid pace worldwide, with the fastest growth in the least developed regions**

should facilitate further increases in enrolment and improvement in the quality of education.

The composition, structure and size of families have been shifting from large, extended, rural-dependent families to small, nuclear, urban families.<sup>5</sup> Various underlying socio-economic trends are reflected in this shift (e.g. lower fertility rates, family dispersion due to migration, more single female-headed households, the feminization of agriculture, higher female educational attainment), but they do not equally affect gender equality in education for women (United Nations, 2006b).<sup>6</sup> Change in household structures also offsets the enrolment of children in primary school in developing countries, in that children in intact families (with both parents) and with additional family members have a higher probability of being in school (Smits et al., 2007).

Urbanization continues at a rapid pace worldwide, with the fastest growth in the least developed regions and in medium-sized cities. By 2008, more than half the world's population (about 3.3 billion people) will live in urban areas, nearly one-third in slums (UN-HABITAT, 2006; UNFPA, 2007).<sup>7</sup> Although urban areas have more public infrastructure than rural areas (notably clean water and sanitation), and generally have more schools, such services are at risk of being overrun as urban population and density rise. Furthermore, most urbanization in sub-Saharan Africa, South and West Asia and half the countries in the Arab States occurs in slums (UN-HABITAT, 2006).

Nearly half of new urban dwellers are rural-to-urban migrants (United Nations, 2006e).

Immigrants from other countries also settle mostly in urban areas.<sup>8</sup> In 2005, about 191 million people, or 3% of the world's population, lived outside their birth country, half in developing countries (United

Nations, 2006b; World Bank, 2005e).<sup>9</sup> Both domestic and international migration is dominated by young adults. There is substantial migration for education purposes (McKenzie, 2007; UIS, 2006b). Creating urban schools to accommodate the children of rural and international immigrants and of slum dwellers, and to give them access to the educational mainstream, is becoming a key issue. Moreover, the challenge of integrating migrants into multi-ethnic societies puts pressure on school systems to include and respect ethnic and other minorities.

Among health concerns, infectious diseases are having a devastating impact on school systems worldwide. For the past few decades, new diseases have been emerging at the unprecedented rate of one per year, and other known diseases are likely to evolve to drug-resistant strains (Chan, 2007). HIV/AIDS, tuberculosis and malaria present the most important challenges in terms of morbidity, treatment costs and equitable vaccine access (Fauci, 2001). These three diseases are responsible for about 6 million deaths worldwide each year, mostly in transition and developing countries. The situation is particularly critical in sub-Saharan Africa, which accounts for 63% of the global HIV-infected population, 89% of malaria-related deaths and twelve of the fifteen countries with the highest tuberculosis incidence rates worldwide (UNAIDS, 2006; WHO, 2007; WHO/UNICEF, 2005). Women increasingly carry the burden of HIV/AIDS, either through infection or as caretakers.<sup>10</sup> HIV prevalence and AIDS-related deaths are expected to rise in some of the world's most populous countries, leading to increasing or stagnant mortality rates (United Nations, 2007).<sup>11</sup>

Meeting basic health concerns, including nutrition and immunization, is also critical for reaching school enrolment and attendance targets and for effective learning among children in school.

5. Large households still exist in some Asian countries, such as in Bangladesh, India, Nepal and Pakistan (De Silva, 2006).

6. The feminization of agriculture production (increase in the share of agricultural workers), for example, reinforces gender inequity barriers as women are also still responsible for domestic chores. Moreover, in some countries women are not guaranteed the right to inherit land and other family-based assets and are more likely to be poor. Women with property rights can have greater bargaining power over their family's well-being and are associated with higher educational attainment for their children. In Latin America, gender equity based on intergenerational land ownership appears to be improving (Katz, 2003).

7. Slum dwellers are defined as urban residents in households without one or more of the following: durable housing, sufficient living area, access to improved water and sanitation, and secure tenure (UN-HABITAT, 2006).

8. Estimates of the size of migrant communities relative to the urban population vary significantly per country (Price and Benton-Short, 2007).

9. Globally, the scale of international immigration rose by 70% between 1985 and 2005, with most of the growth concentrated in developed countries, although Asia and the Arab States also are emerging as large destination regions (United Nations, 2006c).

10. In particular, the feminization of HIV/AIDS in sub-Saharan Africa has become a growing concern (the HIV infection rate of young women was four times that of young men in 2005). Gender inequity is at the root of the growing disparity in the toll of HIV/AIDS in the region, since women are less likely to have power to decide on sexual partners, use adequate protection or receive treatment (UNICEF, 2005d). Women carry the greater burden of caring for relatives and community members with HIV/AIDS (UNDP, 2006).

11. By 2010, the number of AIDS orphans under age 18 is expected to exceed 25 million (UNICEF, 2004). Although HIV prevalence has dropped in parts of India owing to prevention efforts, it is expected to continue increasing in China, Indonesia, Papua New Guinea, the Russian Federation, Ukraine and Viet Nam, and possibly in Bangladesh and Pakistan (UNAIDS, 2006).

Nutrition policies have helped reduce hunger worldwide since 1990, but 800 million people in developing countries remain malnourished as the result of disease or inadequate dietary intake (United Nations System, 2004). Several international partnerships have advanced efforts towards universal vaccination coverage, but this has yet to be achieved for all major immunizable diseases.

The presence of a sick household member, combined with social and economic inequalities, can affect a child's ability to attend school in multiple ways. For example, HIV/AIDS has been devastating for households as well as the agricultural labour force, as both affected individuals and non-affected family members often stop working (UNAIDS, 2006). A family can no longer afford the cost for a child to attend school or to forgo the opportunity cost of child labour. Moreover, poor households are at risk of entering the 'medical poverty trap' whereby they cannot afford to treat their ailments or they borrow beyond their means to cover health care expenses (Whitehead et al., 2001).<sup>12</sup> Orphans often face many disadvantages, such as the loss of inheritable property and the lack of adult supervision, and are at higher risk than non-orphans of discrimination, social exclusion, dropping out of school and poor access to basic health care (UNICEF, 2004; UNICEF/UNAIDS/WHO, 2007). The HIV/AIDS pandemic also affects the supply of education, as teacher absenteeism and deaths increase pupil/teacher ratios and reduce both the quantity and the quality of education provided (see Chapter 2, Box 2.8).

### ***Sustained economic growth, reduced poverty, increasing inequality***

In a context of accelerated globalization, the years since Dakar have witnessed sustained economic growth. Real per capita income growth has been unprecedented for sub-Saharan Africa (1.9% annual GDP per capita growth rate between 2000 and 2005) and South Asia (4.3%), and remained extremely high in East Asia and the Pacific (7.2%) (World Bank, 2007d).<sup>13</sup> This has had an impact on poverty levels. Between 1990 and 2004, the number of people in extreme poverty, measured as those living on less than US\$1 a day, fell by 260 million to 1 billion. More than half the drop occurred after 1999. The extreme poverty rate in developing countries declined from 29% in 1990 to 18% in 2004 (Besley and Cord, 2007). However, sub-Saharan Africa still lags behind other regions, with around 300 million extremely poor people translating into an extreme poverty rate of 41% in 2004 (World Bank, 2007d).

Sustained economic growth and poverty reduction result in more government and household resources being potentially available for education. Higher living standards mean parents in developing and transition countries are less dependent on their children's labour, more inclined to have fewer children and better able to invest in their children, especially daughters, by sending them to school and complying with compulsory-school laws.

However, reductions in absolute poverty have been accompanied by rising inequality (United Nations, 2007). Between 1990 and 2004, the share of the poorest 20% in national consumption decreased dramatically in East Asia (from 7.1% to 4.5%) and in the Commonwealth of Independent States (from 7.9% to 6.2%); it also decreased in South Asia, West Asia and transition countries of South-Eastern Europe, while remaining constant in the other regions. Inequality remains higher in Latin America (where the poorest 20% accounted for only 2.7% of national consumption in 2004) and sub-Saharan Africa (3.4%) than in the other developing regions.<sup>14</sup> Using another measure of equality – the Gini coefficient in income or expenditure distribution – economic growth has led to increasing inequality, especially in Asia where the Gini coefficient rose in fifteen of twenty-one countries between the early 1990s and 2004.<sup>15</sup> Although income increased for the poorest 20% in all countries (except Pakistan), for the richest 20% it rose at a much faster rate (Asian Development Bank, 2007).

Reducing the number of households living in extreme poverty and providing greater access to education would not necessarily affect unequal distribution of economic assets. Unless compensating policies are introduced, especially targeting children from the least advantaged backgrounds, existing socio-economic inequalities could even be reinforced because of poor education quality, low achievement, high dropout rates, differentiated school systems and limited access to higher education levels. Overall levels of educational attainment continue to differ sharply according to students' social backgrounds.

### ***The rise of the knowledge economy***

The expanding global economy is requiring a more skilled labour force as its intensity in human capital increases. Services have become the largest employment sector, before agriculture

**Reductions in absolute poverty have been accompanied by rising inequality**

12. In Viet Nam, for example, health care expenses are estimated to have pushed 3 million people into poverty (Wagstaff and van Doorslaer, 2003).

13. These figures pertain to countries within World Bank regions, which do not comprise exactly the same countries as corresponding EFA regions.

14. These figures, drawn from United Nations (2007), pertain to MDG regions that do not correspond exactly to the EFA regions.

15. The Gini coefficient within a country ranges from 0 to 1, where 0 indicates perfect equality and 1 perfect inequality. The actual years over which change was calculated vary per country (see Asian Development Bank, 2007, p. 8).

(though agriculture remains the largest in sub-Saharan Africa, and South and West Asia), and services now account for about two-thirds of global output (69% in high-income countries, 55% in middle-income countries and 44% in low-income countries) (Primo Braga and Brokhaug, 2005). At the same time, industries in developed countries, faced with surging labour costs or with labour shortages, are relocating in developing countries with less expensive and more plentiful labour, supporting mobility of workers across borders and increasing demand for female labour.

Beyond this, a more knowledge-intensive economy is emerging in many parts of the world, characterized by closer links among science, technological innovation, productivity and countries' competitive advantages. Quality primary education and the development of more complex secondary education systems are crucial, as they can promote higher-order skills, problem-solving, critical thinking, even creativity – which are the foundation for the development of higher education and research.

Women, in particular, stand to benefit from the development of information and communication technology infrastructure, as it appears to reinforce gender equality improvements in both education and employment (Chen, 2004). Although demographic trends noted above have been accompanied by an increase in female labour force participation rates worldwide since the

1980s, improvements in the quality of women's employment has not necessarily followed. Women are more likely than men to work in low-productivity jobs in agriculture and services because they lack education or access to the formal labour market (ILO, 2007).

**Democracy and governance:  
small signs of progress**

The democracy gap between countries advancing in political democratization and those where basic political and human rights are consistently violated (Karatnycky, 2002) appears to be somewhat narrowing compared to the 1990s. The number of armed conflicts is on the decline (Project Ploughshares, 2007) and a growing number of countries have acquired a higher level of freedom regarding individual political and civil rights, according to one measure (Figure 1.1). This might help promote greater involvement of civil society in education policy, as the Dakar Framework for Action envisages.<sup>16</sup> At national level, non-violent civic groups are key to creating transitions to democracy and sustaining fledgling democratic reforms (Karatnycky and Ackerman, 2005). At international level, civil society organizations have garnered strength and momentum (Qureshi, 2004), but it is unclear whether they affect decision-making (Cardoso, 2003; Nadoo, 2003).

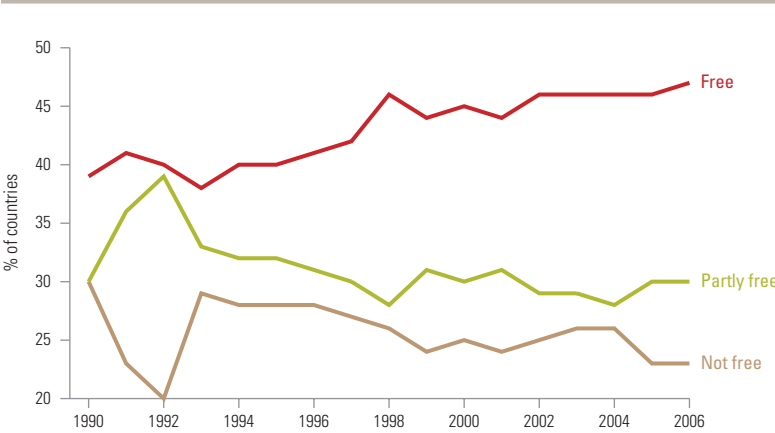
The higher the democratic accountability, for example as measured by levels of freedom of expression and suffrage rights, the lower the level of corruption (World Bank, 2006a). The World Bank's measurement of governance suggests that, on average, levels of government corruption have not been significantly reduced worldwide in the past few years.<sup>17</sup> Several countries have made significant progress on various dimensions of governance since 1996, however, including Botswana, Ghana, Mozambique, Senegal and the United Republic of Tanzania, as well as Bulgaria and Romania, despite low regional performance in sub-Saharan Africa, Central Asia, and Central and Eastern Europe in 2006.

Improvement of governance, including reduction of corruption, is key to achievement of the EFA goals, which demand considerable political commitment and management capacity. Strengthening and supporting 'fragile states' (Box 1.4) is thus emerging as a key priority on the EFA agenda.

16. See Dakar Framework for Action, para. 8, (iii).

17. Since the late 1990s, the World Bank has published an international comparison of governance and corruption based on several hundred variables from thirty-two sources measuring six dimensions of governance: voice and accountability; political stability and absence of violence; government effectiveness; regulatory quality; rule of law; and control of corruption (World Bank, 2006a).

**Figure 1.1: Global political and civil rights, percentage of countries by status, 1990-2006**



Note: The level of freedom is based on surveys of political rights and civil liberties. The average of these two ratings ranges from 1 (high freedom) to 7 (low freedom); countries with a rating of 1 to 2.5 are considered 'free', 3 to 5 'partly free' and 5.5 to 7 'not free'.

Source: Freedom House (2007).



**Box 1.4: The emerging concept of 'fragile states'**

International, civil and ethnic conflict, extreme and prolonged economic hardship, weak governance or high levels of inequality may cause state institutions to weaken, fail or collapse. Affected countries could likely benefit from aid but do not generally meet the criteria of policy ownership and partnership required by development agencies. A concept of 'fragile', 'failing' or 'failed' states has been emerging to describe such situations.

An international consensus on a definition of such states has yet to be reached. Often, the concept remains imprecise, especially regarding whether to distinguish between failing economic systems during relatively peaceful times and countries in conflict (Châtaigner and Gaulme, 2005). Empirically, though, the combination of poverty and stagnation substantially increases proneness to civil war (Collier et al., 2003). Save the Children created the 'conflict-affected fragile states' concept to combine these two factors for states with a history of recent armed conflict (Save the Children, 2007b). Recognizing the complexity involved in defining the notion, this Report uses the OECD Development Assistance Committee's list of thirty-five fragile states, shown in Table 1.2. More than half a billion people live in these states (see annex, Statistical Table 1).

**Table 1.2: Fragile states, 2005**

|                               |   |
|-------------------------------|---|
| Sub-Saharan Africa (20)       | Angola <sup>1</sup> ; Burundi <sup>1, 2</sup> ; C. A. R. <sup>1</sup> ; Chad <sup>1, 2</sup> ; Comoros <sup>1</sup> ; Congo; Côte d'Ivoire <sup>2</sup> ; D. R. Congo <sup>1, 2</sup> ; Eritrea <sup>1</sup> ; the Gambia <sup>1</sup> ; Guinea <sup>1</sup> ; Guinea-Bissau <sup>1</sup> ; Liberia <sup>1</sup> ; Niger <sup>1</sup> ; Nigeria <sup>2</sup> ; S. Tome/Principe <sup>1</sup> ; Sierra Leone <sup>1</sup> ; Somalia <sup>1, 2</sup> ; Togo <sup>1</sup> ; Zimbabwe |
| Arab States (2)               | Djibouti <sup>1</sup> ; Sudan <sup>1, 2</sup>   |
| Central Asia (2)              | Tajikistan; Uzbekistan  |
| East Asia and the Pacific (9) | Cambodia <sup>1</sup> ; Kiribati <sup>1</sup> ; Lao PDR <sup>1</sup> ; Myanmar <sup>1, 2</sup> ; Papua New Guinea; Solomon Is <sup>1</sup> ; Timor-Leste <sup>1</sup> ; Tonga; Vanuatu <sup>1</sup>   |
| South and West Asia (1)       | Afghanistan <sup>1, 2</sup>   |
| Latin America/Caribbean (1)   | Haiti <sup>1, 2</sup>   |

1. Least developed countries.

2. State in armed conflict in 2006.

Note: Thirty of the fragile states are in the bottom two quintiles of the World Bank's Country Policy and Institutions Assessment (CPIA) and five others are unrated by the CPIA. The CPIA is composed of sixteen indicators measuring four categories: economic management, structural policies, policies for social inclusion/equity and public sector management and institutions.

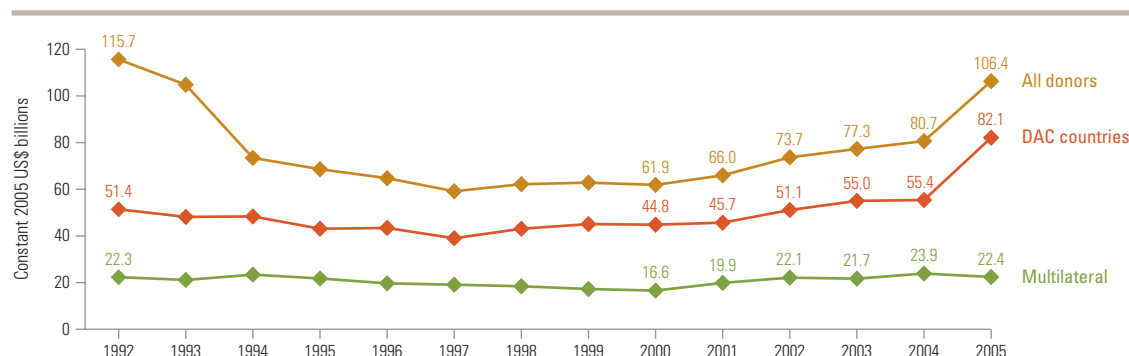
Sources: OECD-DAC (2006c, 2006d, 2007a); Project Ploughshares (2007); World Bank (2007a).

**Efforts to increase and harmonize aid**

Development aid has been sharply increasing since 2000, even though it has not yet regained its level of the early 1990s. Official development assistance (ODA) from donor countries belonging to the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) has grown by 9% annually since 1999, and the rate of growth was even higher, at 13%,

between 2002 and 2005 (Figure 1.2). In 2005, ODA amounted to US\$106.4 billion.<sup>18</sup> Several major bilateral donors significantly increased their net ODA disbursements between 2004 and 2005, in particular Germany (+93%), Japan (+81%), the United Kingdom (+51%) and the United States (+51%). However, preliminary data indicate that in 2006, total ODA was 5.1% less than in 2005 (OECD-DAC, 2007b).

**Development aid has been sharply increasing since 2000**

**Figure 1.2: Total official development assistance, net disbursements, 1992-2005**

Source: OECD-DAC (2007c, Table 2a).

18. Non-DAC donor countries disbursed about US\$1.5 billion, the Middle Eastern Funds disbursed US\$2.5 billion and all other official bilateral donors disbursed probably less than US\$3 billion.

If debt relief and humanitarian aid are excluded, aid to Africa has barely increased since 2004

The share of total ODA received by low-income countries increased between 1999 and 2004 from 39% to 46%. However, between 2004 and 2005, the increase in total ODA disbursements mainly benefited middle-income countries. The shift in focus to middle-income countries is mostly due to large contributions to Iraq, to which 20% of total ODA was allocated in 2005. Aid to Iraq has also changed the regional distribution of total ODA disbursements significantly, with the Arab States becoming the second-largest regional recipient, after sub-Saharan Africa (Figure 1.3).

Between 1999 and 2004, debt relief increased rapidly from 5% to 22% of total ODA. The increase has been particularly pronounced since 2002. Between 2004 and 2005, debt relief increased by US\$18.5 billion out of a total increase in ODA of US\$21 billion, heavily dominated by the Paris Club<sup>19</sup> settlements with Iraq in 2004 and Nigeria in 2005. The growing amount of debt relief is a positive development for low-income countries, as it allows governments to use the savings for programmes, including education. However, it does raise the issue of the sustainability of the increase in total ODA for donors. Since debt relief is likely to diminish in the immediate future as the stock of remaining debt decreases significantly, donors will need to expand other types of aid if they are to meet their pledges.

During the Gleneagles Summit of 2005, the G8 countries made substantial commitments to increase aid through a variety of means, including traditional development assistance and debt relief.

They announced an increase in ODA, compared with 2004, of around US\$50 billion a year for all developing countries by 2010, including US\$25 billion a year for Africa (Table 1.3). While sub-Saharan Africa is still the largest recipient of total ODA, however, the challenge is significant for donors. Most of the increase in ODA in 2004 was primarily due to debt relief. If debt relief and humanitarian aid are excluded, aid to Africa has barely increased since 2004. Donors will have to accelerate their plans to scale up aid to Africa if they are to maintain the credibility of their promises to double aid to the continent by 2010 (OECD, 2007a).

In addition to renewed attention and commitments about the volume of aid, there is a shift to trying to make aid more effective. Donors are attempting to better harmonize their aid with each other and with developing countries' priorities, sectoral budget support is increasingly popular and there is greater attention to governance issues in developing countries.

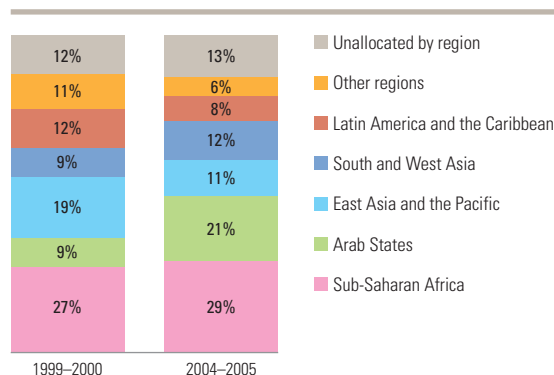
To summarize, global developments since Dakar have made achievement of the EFA goals by 2015 more likely than was imagined in 2000 in many regions: demography implies that school-age cohorts are declining in many countries or will soon do so, while sustained economic growth, the reduction in conflict, the rise of civil society and the availability of more development aid increase the feasibility of ambitious education policies. However, these favourable factors are much weaker in the regions and countries that are furthest from the EFA goals. For instance, sub-Saharan Africa still faces increasing school-age cohorts over the next few decades, its economic growth generally remains much lower than that of Asia and promises of increased aid are fragile.

Besides these changes in the context in which education systems function, the years since Dakar have witnessed changes in education policy.

## Trends in education research and policy

The previous section discussed the changing context of EFA outside education. In addition, EFA since 2000 has been affected by developments within education: research findings that particularly underline the importance of quality; legal actions to enforce the right to education, including an increase

**Figure 1.3: Regional distribution of total official development assistance, 1999–2000 and 2004–2005**



Note: 'Other regions' category includes North America and Western Europe, Central Asia and Central and Eastern Europe.

Source: OECD-DAC (2007c).

19. The Paris Club is an informal group of official creditors whose role is to find coordinated and sustainable solutions to the payment difficulties experienced by debtor nations (Paris Club, 2007).



in the number of countries with compulsory education laws; growing attention to basic education (though not universal agreement on what the term 'basic' means); a major and growing emphasis on education quality, which has become the principal issue in education for almost all countries, developing or developed; and development in the international architecture for EFA, notably the emergence of the Fast Track Initiative. Yet, by and large, developments in education fall short of what was envisaged at Dakar.

### Renewed research evidence on the benefits of education

Research continues to confirm the broad benefits of extending education systems to more people and for longer periods, but points to the need for complementary policies in other social programmes (Hannum and Buchmann, 2004):

- Cognitive neuroscience (see Abadzi (2006) and OECD (2007b) for introductions) shows that early childhood is a critical period for the acquisition of certain cognitive skills and reinforces the need for adequate stimulation of young children. This strengthens the case for early childhood care and education programmes – the special theme of the 2007 *Global Monitoring Report* (UNESCO, 2006a; also see Young and Richardson, 2007).
- Synergies between education and nutrition and health policies are emerging. Better-fed and healthier children are more likely to enrol, develop and learn in school. In addition, schools offer a favourable context for nutrition and health intervention. An experiment in Kenya showed that deworming could have a dramatic impact on health and education outcomes at very low cost (Miguel and Kremer, 2004). Midday meals are more costly and difficult to organize, but their benefits also include the socialization experience they represent (Vermeersch, 2003).
- Development economists have shown that more educated and literate adults/parents have healthier lives, reduced fertility and less disease-prone children with more nutritious diets (Duflo and Breierova, 2002; Schultz, 2002). Cross-cultural studies in Mexico, Nepal, Venezuela and Zambia (LeVine et al., 1991, 2001, 2004) establish how education transforms women's aspirations, skills and models of learning, with positive implications for their children.

**Table 1.3: The G8 aid commitments, 2005**

|                    | Commitments   | Reference to Africa   |
|--------------------|---|---|
| Canada             | ● Double international assistance from 2001 to 2010   | ● Assistance to Africa doubling from 2003/04 to 2008/09   |
| European Union     | ● Collective target for ODA to reach 0.56% of GNI by 2010 and 0.70% by 2015<br>● Increase ODA from €34.5 billion in 2004 to €67 billion in 2010 | ● At least 50% of the increase should go to sub-Saharan Africa  |
| France             | ● Target for ODA to reach 0.50% of GNI by 2007 and 0.70% by 2012  | ● Allocate two-thirds of commitments to Africa  |
| Germany            | ● Target for ODA to reach 0.51% of GNI by 2010 and 0.70% by 2015  |   |
| Italy              | ● Target for ODA to reach 0.51% of GNI by 2010 and 0.70% by 2015  |   |
| Japan              | ● Increase ODA by \$10 billion in aggregate between 2005 and 2010   | ● Double ODA to Africa between 2005 and 2008  |
| Russian Federation |   | ● Cancelled and committed to cancel US\$11.3 billion worth of debt owed by African countries, including US\$2.2 billion of debt relief to the HIPC Initiative |
| United Kingdom     | ● Target for ODA to reach 0.70% of GNI by 2013  | ● Double bilateral spending in Africa between 2003/04 and 2007/08   |
| United States      |   | ● Double aid to sub-Saharan Africa between 2004 and 2010  |

Source: Group of 8 (2005, Annex 2).

- While individual outcomes such as health and income benefit from increased years of schooling completed, education expansion does not necessarily translate into reduced inequality. Sociological research has consistently shown that expanding educational access and participation only rarely reduces the relative advantage of elite children over those from less privileged backgrounds (Hannum and Buchmann, 2004; Walters, 2000). Children from ethnic and cultural minorities are typically the last to benefit from the creation and expansion of new schools, as has been observed in Nepal (Stash and Hannum, 2001) and China (Hannum, 2002). Similarly, reducing gender disparities in education is a necessary, but insufficient, condition for gender equality. In many countries where enrolment parity has been reached, inequality in women's employment persists, for instance in the Republic of Korea (Cameron et al., 2001), and in Israel and South Africa (Mickelson et al., 2001). Supplementary policies, such as promoting non-discrimination in the labour market, are required if the potential equalizing benefits of education expansion are to materialize.

**Education expansion does not necessarily translate into reduced inequality**

**Enforcing the right to education implies a commitment to mobilize the necessary resources**

- Research has consistently shown that more educated people tend to be more civically and politically engaged and more likely to vote (see Dee (2004) and Milligan et al. (2003) on electoral participation in the United States and the United Kingdom). Paradoxically, though, while education levels have been rising in OECD countries, voter participation has been declining in many of them (OECD, 2007c). More broadly, the relationship between education expansion and democratization remains uncertain (Bratton et al. (1999) about Zambia); there are indications that the expansion of higher education may have a stronger impact than the expansion of basic education.

Recent social science research highlights the likelihood that the benefits of education result not only from the number of years in school, but also from acquiring basic literacy and numeracy skills. The quality of education may even be more beneficial than its quantity (Hanushek and Wößmann, 2007):

- Much cross-national research has shown the significant positive impact of the quantity of primary and secondary education (measured as enrolment ratios or average years of schooling) on aggregate economic growth (Chabbot and Ramirez, 2000; Topel, 1999). Nevertheless, differences in models, data sources and estimation procedures have resulted in some inconsistent findings (Krueger and Lindahl, 2001). Recent studies have examined the economic impact of the *quality* of education (using aggregate pupil test scores, mainly in mathematics and language), not just quantitative expansion; some studies find that measures of quality have a stronger association with economic growth than measures of quantity (Hanushek and Kimko, 2000; Hanushek and Wößmann, 2007; Ramirez et al., 2006; Temple, 2001). If this is borne out, it has major implications for education policy design, as the expected benefits of education are unlikely to materialize if expansion of school systems is not accompanied by improvement in the functioning of schools.

**Supporting the right to education**

The right to education requires not only constitutional guarantees and legislation, as discussed above, but also legal enforcement. Similarly, legal actions can lead to improved legislation and constitutions.

A landmark ruling by the Supreme Court in India in 1993 led to mobilization by civil society calling for effective guarantees of the right to education. The court ruled that the right to education up to age 14 provided by the Constitution was a fundamental right, enforceable by the courts, and that parents whose children lacked access to government schools could sue the government. A 2002 law amended the Constitution to this effect, guaranteeing free and compulsory education for children aged 6 to 14 (Aradhya and Kashyap, 2006).

The International Bill of Human Rights and the Convention on the Rights of the Child commit ratifying governments to guarantee the right to free, compulsory primary education. By 2005, 95% of 203 countries had passed compulsory education laws, 23 of them since Dakar (Table 1.4). The duration of compulsory education varies. Twenty-two of the countries that had compulsory education in place at the time of Dakar have since decreased its duration, while twenty have increased it. When countries lack the financial resources to pay for and enforce compulsory education laws, some decide to reduce the gap between policy intentions and realities. In 2005, the duration of compulsory education ranged from five years (in Bangladesh, Equatorial Guinea, the Islamic Republic of Iran, the Lao People's Democratic Republic, Myanmar, Nepal and Pakistan) to twelve or more years in a range of countries including Antigua and Barbuda, Azerbaijan, Belgium, Germany, the Netherlands, Palau, Poland, and Saint Kitts and Nevis. (annex, Statistical tables 4).

Many countries provide no constitutional guarantee of *free* primary education, and even those that nominally do so may have policies in effect contradicting this principle. Thirty-eight out of 173 countries recently reporting, i.e. roughly one in five, do not constitutionally guarantee free and compulsory primary education, and the proportion rises to one in three if North America and Western Europe are excluded (Tomasevski, 2006).<sup>20</sup> A survey conducted among education task team leaders at the World Bank revealed that out of 93 countries, only 16 had no school charges of any type for primary education (Bentaouet-Kattan, 2006).

Enforcing the right to education implies a commitment to mobilize the necessary resources (Singh, 2007). A few countries have opted to secure resources by introducing funding provisions in

20. For the United States, Tomasevski (2006) takes into account state constitutions instead of the federal one. In the United Kingdom, conventions, statutes and the common law establish the right to education and guarantee free primary education.

national legislation. For example, Mexico's 2003 Law of Education allocates 8% of GDP to public education (Singh, 2007). Brazil and Indonesia have constitutionally defined allocations. The 1988 Constitution of Brazil earmarked 18% of national tax revenue, and 25% of that collected by states and municipalities, to education. Amendments in 1996 and 2006 established a fund to guarantee minimum levels of spending per pupil in basic education in all states and municipalities. The 2006 amendment allocated 20% of total state tax revenue to this fund, which redistributes resources among subnational governments in proportion to the number of pupils in basic education – including pre-primary school – to achieve the established minimums per pupil. That legislation also included provisions for funding school quality improvements, required a minimum to be established for teacher pay and provided for an allocation from the education fund for teacher salaries [Brazil Federal Senate, 2007]. The Constitution of Indonesia was amended in 2002 to mandate spending for education corresponding to 20% of the country's central and regional budgets. A year later, the Education Law excluded salaries from this provision, thereby increasing the portion for discretionary expenses. However, public education spending in Indonesia is significantly lower than the Constitution stipulates (World Bank, 2007e).

### **Basic education as a central policy concern**

Since Dakar, basic education has gained considerable currency in international organizations and among national education authorities, continuing a trend started in the 1970s and confirmed in Jomtien. While the International Standard Classification of Education (ISCED) considers primary and lower secondary education to be the first two stages of basic education (UNESCO, 1997), in the Dakar Framework the term refers to all programmes providing for basic learning needs – for example, pre-primary and primary education as well as youth and adult programmes, including literacy and equivalency education. In this context, basic education is a synonym for the broad EFA agenda. Similarly, for the OECD-DAC Secretariat basic education encompasses early childhood education, primary education and basic life skills for youths and adults, including literacy.

More and more countries, especially in the developing world, are using the term 'basic education' in official documents. At the end of

**Table 1.4: Changes in compulsory education laws since Dakar (to 2005)**

| Compulsory education law passed after 2000  | Change in duration of compulsory education   |  |
|---|--|--|
|   | Extended since 2000  | Reduced since 2000   |
| Aruba, Bahrain, Bhutan, Brunei Darussalam, Burundi, Ethiopia, the Gambia, Lesotho, Malawi, Maldives, Mauritania, Mozambique, Nepal, Oman, Pakistan, Papua New Guinea, Qatar, Saudi Arabia, Singapore, Swaziland, Timor-Leste, Vanuatu, Zambia | Belarus, Bulgaria, Djibouti, Dominican Republic, The former Yugoslav Republic of Macedonia, Georgia, Ghana, Kiribati, Mauritius, Montserrat, Nauru, Nicaragua, Niger, Palau, Thailand, Ukraine, United Arab Emirates, United States, Uzbekistan, Venezuela | Albania, Cameroon, Côte d'Ivoire, Democratic People's Republic of Korea, Egypt, Guinea, Haiti, Jamaica, Kyrgyzstan, Lao People's Democratic Republic, Morocco, Namibia, Nigeria, Romania, Rwanda, Sao Tome and Principe, Serbia and Montenegro, Somalia, Sudan, Suriname, Tajikistan, Tuvalu |

Sources: Annex, Statistical Table 4; UNESCO (2003b).

the 1970s, 14% of national education systems employed the term; by the 1990s, 38% did so. Between 2000 and 2006, almost two-thirds (63%) of the 182 countries with data referred to some segment of their education system as basic education. In most instances the term is meant to capture a country's commitment to the universalization of a cycle beyond primary education. Duration varies: in 48% of the countries, basic education consists of nine years of schooling; in about a third it consists of ten years (20%) or eight years (11%). In the remaining countries it consists of either seven or fewer years or eleven or more years (UNESCO-IBE, 2007d).

An analysis of 113 national definitions of basic education in relation to the formal education system shows that, in two-thirds of the countries, the term follows the ISCED and covers primary and lower secondary education (Table 1.5). In the remaining third, the term is equivalent to primary education only or to primary plus some pre-primary or secondary education.

### **Addressing the issue of school quality**

Since Dakar there has been increasing interest in, and discussion of, education quality among policy-makers, donors and international organizations:

- Important high-level meetings involving education ministers (and, sometimes, finance ministers) have focused extensively on education quality issues (e.g. International Conference on Education, Geneva, 2004; Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean, Buenos Aires, 2007).

**Since Dakar there has been increasing interest in education quality**

**Table 1.5: National definitions of basic education**

| Basic education definitions<br>(number of countries)   | Countries  |
|--|--|
| Primary education only (8)   | Cape Verde, Ethiopia, Guinea-Bissau, Haiti, Maldives, Mozambique, Nicaragua, Portugal  |
| Primary education plus at least one year of pre-primary education (17)                             | Albania, Bhutan, Botswana, Brazil, Burkina Faso, Burundi, Cameroon, Democratic Republic of the Congo, Djibouti, Ecuador, Guinea, Macao (China), Mexico, the Niger, Panama, Tunisia, Zimbabwe |
| Primary education plus lower secondary and at least one year of upper secondary education (7)      | Argentina, Brazil, Republic of Korea, Oman, Philippines, Slovenia, Saint Lucia   |
| Primary education plus some pre-primary and lower secondary and some upper secondary education (5) | China, Kenya, Myanmar, Peru, Thailand  |
| Primary and lower secondary education (76)   | Remaining countries which use the term basic education   |

Source: UNESCO-IBE (2007d).

**The number of national and international assessments of learning outcomes has risen significantly**

- An influential recent report recommends that countries and development partners emphasize learning outcomes as well as school access to improve the economic and social gains from investment in primary education (World Bank Independent Evaluation Group, 2006b).
- The Fast Track Initiative (FTI) plans to incorporate quality measures such as the monitoring of learning outcomes as additional criteria in the endorsement of FTI country plans (FTI technical meetings, Moscow, 2006; Cairo, 2006; Bonn, 2007).
- Several new UNESCO initiatives focus on education quality topics: teacher training and development in sub-Saharan Africa and learning processes (UNESCO, 2007a, 2007b).
- In 2006 international organizations and NGOs participated in a Global Action Week, highlighting quality issues such as teacher supply and pre- and in-service training.
- The number of national and international assessments of learning outcomes has risen significantly (see Chapter 2).

Increased attention to quality does not necessarily imply that quality is improving, but does indicate that it is increasingly recognized as of critical importance, a view supported by new research as discussed above. To be sure, the increased attention to quality issues in diverse policy forums mainly means the incorporation of quality themes in official statements, intentions and plans. This Report examines whether, to what extent and by

which effective means there have been actual improvements in education quality since Dakar (see Chapters 2 and 3).

### ***The international architecture for EFA since Dakar***

Despite the disappointments during the 1990s, the 2000 World Education Forum envisaged a multilevel international architecture for EFA, building on existing mechanisms: 'In order to realize the six goals presented in this Framework for Action, broad-based and participatory mechanisms at international, regional and national levels are essential. The functions of these mechanisms will include, to varying degrees, advocacy, resource mobilization, monitoring, and knowledge generation and sharing' (UNESCO, 2000a, Commentary, para. 78).

In its Strategies 11 and 12, the Dakar Framework called for:

- systematic monitoring of progress towards EFA goals and strategies at the national, regional and international levels;
- national EFA forums and plans, committing the international community to support these plans;
- regional and subregional efforts to support national efforts;
- continuance of UNESCO's mandate to coordinate EFA partners and maintain their collaborative momentum, with its role, in addition to placing 'the outcomes and priorities of Dakar at the heart of' its education programme, to include

convening annual high-level meetings by a small, flexible group of government, civil society and development agency leaders 'to serve as a lever for political commitment and technical and financial resource mobilization';

- concrete new financial commitments by national governments, bilateral and multilateral donors (such as the World Bank and regional development banks), civil society and foundations (UNESCO, 2000a, Commentary, paras. 75-82).

A range of initiatives has emerged, concerned with particular elements of the Dakar Framework and reflecting the influence of the MDGs. Indeed, there have been many more initiatives associated with EFA since Dakar than in the decade between Jomtien and Dakar. Some focus on specific targets and objectives (e.g. the FTI for universal primary education, the UN Literacy Decade and UNESCO's Literacy Initiative for Empowerment, the UN Girls' Education Initiative for Gender Parity and Equality, various EFA Flagships such as the Inter-Agency Network for Education in Emergencies) or on particular processes (such as education sector planning and campaigns for greater accountability). The effectiveness of these initiatives varies considerably; it would be good for example, if the UN Literacy Decade were to have as much impact as does the FTI.

In addition, broader global efforts often include and benefit basic education; examples are initiatives to increase and improve the quality of aid (as noted above), to address the challenges of HIV/AIDS, to lessen conflict and to promote peace. The FTI, in particular, is increasingly becoming an effective vehicle for donor coordination and has facilitated constructive debate about what constitutes a credible education sector plan deserving donor support.

Relatively few initiatives, however, are directed towards achieving the full range of goals elaborated at Jomtien and reaffirmed at Dakar. Since 2002, the *EFA Global Monitoring Report* has published an annual accounting of progress towards EFA. The EFA High-Level Group and its Working Group on EFA have met annually. The former issues a communiqué, and later a report drawing in part on the monitoring report findings. The Working Group also issues a report. (From 2007 on, the sequencing has been changed, with the Working Group meeting in November to consider the soon-to-be-published

*EFA Global Monitoring Report* as preparation for the December High-Level Group.) UNESCO has tried three times to develop a global strategy to guide EFA partners' work: the Global Initiative towards Education for All: A Framework for Mutual Understanding (2001), the International Strategy to Put the Dakar Framework for Action into Operation (2002) and the Global Action Plan to improve support to countries in achieving the EFA goals (2007). The latest plan is very general, although the High-Level Group, meeting in Cairo in 2006, broadly approved it and suggested it should now be applied at country level. EFA has also figured on the G8 agenda, particularly at Kananaskis in 2003 and Gleneagles in 2005, but the focus has largely been limited to universal primary education and the FTI, and has not fully encompassed the broad EFA agenda.

Particular initiatives have had more success than the broad EFA agenda largely because bodies such as the World Bank, forums such as the G8 and projects such as the FTI and UNAIDS have carried much more weight politically than anything UNESCO has been able to facilitate thus far, 'despite or perhaps in part because of the fact that UNESCO has a universal membership' (Packer, 2007, p. 24). It is also much easier to focus on a limited goal such as universal primary education than on the broader, but more important, set of goals as a whole. Nonetheless, it is unfortunate that there is still no all-embracing global architecture for EFA, despite the wishes of the convenors of Jomtien and Dakar and despite UNESCO's three attempts since Dakar.

The lack of a global approach (in the sense of encompassing all EFA goals for all countries) has had a particularly worrying consequence: extraordinarily limited attention has been paid to strengthening national capacity. Little significant new thinking has been done about comprehensive strategies for building capacity in the education sector; government budgets allocate relatively little to professional development and organizational reform; and much aid to education remains in the form of technical assistance (see Chapter 4). Capacity-building still seems not to be considered of overriding importance, yet countries need much stronger capacity to deal with the political economy of reforms and with technical constraints on implementation.<sup>21</sup> Aid agencies also need to be sure of their technical capacity as they move towards a higher proportion of aid in the form of budget support.

**Extraordinarily limited attention has been paid to strengthening national capacity**

21. See Fredriksen (2005) for a discussion of this issue in the context of Africa.

## The 2008 EFA Global Monitoring Report

Part of the new architecture is greater reliance on the *EFA Global Monitoring Report*. Published annually since 2002, it increasingly serves as a basis for the meeting of the High-Level Group. The Report is prepared by an independent team based at UNESCO headquarters and mostly funded by bilateral donors, the number of which has increased over the years from two to eleven (Canada, Denmark, France, Germany, Ireland, Israel, the Netherlands, Norway, Sweden, Switzerland and the United Kingdom), and UNESCO.

### Previous Reports

Since its first edition, *Education for All: Is the World on Track?*, the Report has monitored progress towards the EFA goals annually. In its second through fifth editions, the Report also highlighted a special theme corresponding to one of the six goals; thus, as most of the goals have now been covered.<sup>22</sup>

The 2003/4 Report, *Gender and Education for All: The Leap to Equality*, stressed the urgency of going beyond the purely numerical concept of gender parity and envisaging gender equality, as EFA goal 5 requires. This implies that girls and boys are offered the same chances to go to school and enjoy teaching methods, curricula and academic orientation unaffected by gender bias; and more broadly, it means equal learning achievement and subsequent life opportunities for similar qualifications and experience.

The 2005 Report, *Education for All: The Quality Imperative*, highlighted the fact that many developing countries face a double challenge of increasing enrolment while improving the functioning of schools. The Report advocated policies designed to produce steady investment in the teaching profession (in terms of numbers and training); guarantee 850 to 1,000 hours of learning per year for all primary pupils; improve acquisition of reading skills; renew pedagogy, emphasizing structured teaching, i.e. a combination of direct instruction, guided practice and independent learning in a child-friendly environment; increase the availability of textbooks and other learning materials and of facilities (clean water, sanitation, access for disabled students); and promote autonomous leadership at the school level.

The 2006 Report, *Literacy for Life*, questioned the continued neglect of literacy in education policies and advocated a three-pronged strategy designed to meet the fourth EFA goal: expanding primary and lower secondary education and improving their quality; scaling up youth and adult literacy programmes by increasing their financing and situating them within education policy (the Report noted that programmes should be based on learner demand and motivations, which requires adequate curricula and learning materials, as well as attention to language issues: the use of mother tongues should be encouraged, with a later transition to regional and official languages); and developing rich literate environments, including language policies, book publishing, media, and access to information and reading materials.

The 2007 Report, *Strong Foundations: Early Childhood Care and Education*, emphasized that ECCE is a right recognized by the Convention on the Rights of the Child, and that participation in ECCE programmes improves the well-being and learning capacities of young children. Despite this, the Report showed, ECCE is relatively neglected by national governments and donor agencies; programmes often have insufficient, untrained and poorly remunerated staff; and enrolment of the poor and disadvantaged is generally low. The Report advocated a holistic approach to ECCE programmes, combining interventions on nutrition, health, care and education, and building on traditional childcare practices, respecting children's linguistic and cultural backgrounds. Programmes should include children with special needs and challenge gender stereotypes. Quality programmes need to be reasonably staffed and equipped, and provide a smooth transition to primary schooling.

### Assessing the EFA movement at mid-term

Roughly half the time allotted at the World Education Forum to realize the Dakar Framework has passed, and data pertaining to the school year ending in 2005 are now available, allowing an examination of whether countries have achieved gender parity in primary and secondary education, the first part of goal 5. The 2008 *EFA Global Monitoring Report* thus provides a systematic reassessment of the EFA movement at mid-term, asking questions such as:

22. The exceptions are goal 2 (universal primary education), which has received considerable attention in all Reports, and goal 3 (learning and life-skills programmes for youth and adults), for which the information currently available is insufficient for systematic monitoring of initiatives towards meeting it.



## Is Education for All being realized?

- Which regions and countries have made the most progress towards the EFA goals since 2000? Do they include sub-Saharan Africa, South Asia, the Arab States, the least developed countries and countries in conflict, undergoing reconstruction or otherwise fragile? Which ones still face the greatest challenges? Has the education situation actually worsened in some countries?
- Have inequities in participation in education both across and within countries been reduced?
- How do trends observed since Dakar compare to those observed during the 1990s, i.e. is there any sign of acceleration in the realization of EFA?
- Has progress been made relative to all the Dakar goals, i.e. has the traditional overemphasis on formal primary schooling (goal 2) been balanced by greater attention to the needs of young children (goal 1) and youth and adults (goals 3 and 4)?
- Has education policy evolved so as to better take into account the functioning of schools and relationships between teachers and learners, leading to less gender inequality (goal 5) and better quality of both educational processes and learning outcomes (goal 6)?
- In particular, how many countries achieved gender parity by 2005 in key education indicators such as enrolment ratios at primary and secondary level?
- What are the key policy initiatives taken in the early 2000s that have proved effective in promoting education for all? Do these policies correspond to the Dakar strategies?
- Has education policy addressed the special areas of concern identified at Dakar (impact of the HIV/AIDS pandemic on education systems, lack of early childhood education opportunities, school health, education of girls and women, adult literacy, provision of education in situations of crisis and emergency)?
- Have national governments increased the financial resources available for education and has education expenditure become more efficient?

- Have donors allocated a larger share of their aid to basic education and to the countries where the challenges are greatest? Has the international community delivered on its pledge to provide assistance to countries committed to the EFA agenda?
- Is EFA being realized? If trends since Dakar continue, will it be achieved by 2015, later, or not in the foreseeable future?

This Report seeks answers to these questions using the latest data from the UNESCO Institute for Statistics, supplemented with other sources such as censuses and household surveys, along with more qualitative evidence for the less quantifiable goals. In particular, whenever possible it analyses trends observed between 1999 and 2005 (post-Dakar) in comparison with those observed between 1991 and 1999 (pre-Dakar) and it provides projections with reference to the 2015 target year. The EFA Development Index, introduced in previous editions of the Report, is updated. A variety of research papers and relevant policy documents, such as national EFA plans and education sector strategies, are used to analyse national education policies. The international community's financial commitment is examined through the database on development aid to education maintained by the OECD-DAC Secretariat.

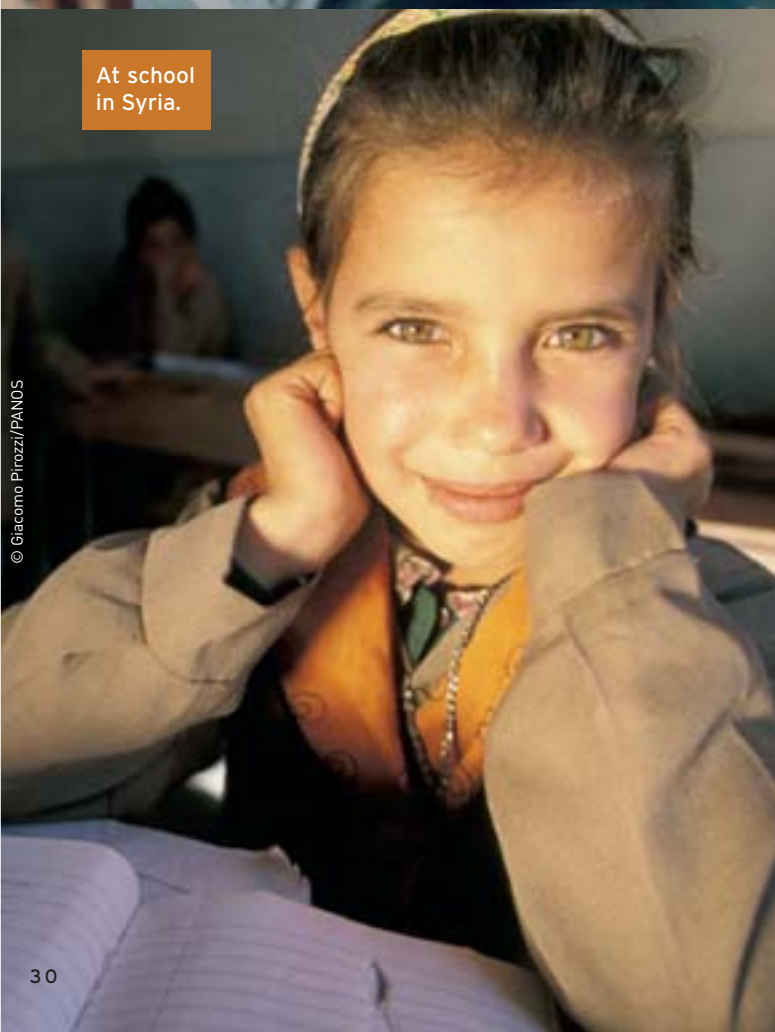
## Outline of the 2008 Report

The 2008 Report is organized as follows. Chapter 2, *The six goals: how far have we come?*, provides a largely statistical assessment of progress made towards each EFA goal since Dakar. Chapter 3, *Countries on the move*, reviews education policy initiatives taken since Dakar by country governments towards the realization of EFA. Chapter 4, *Progress in financing Education for All*, examines national and international financing of education. Chapter 5, *The way forward*, concludes the Report by examining prospects for the realization of EFA by 2015 and by proposing the elements of a policy agenda. ■



Several generations at a literacy class in China.

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At school in Syria.

© Giacomo Pirozzi/PANOS

Learning to read Braille in Botswana.



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## Chapter 2

# The six goals: how far have we come?

The EFA movement has sought to satisfy basic learning needs through public policies aimed at providing universal access to primary education of good quality and developing new learning opportunities for young children as well as for youth and adults. Today, midway between the World Education Forum held in Dakar in 2000 and the target date of 2015, where do we stand?

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## Overview and main findings

This chapter provides a systematic assessment of progress towards EFA since Dakar, comparing the latest round of data compiled by the UNESCO Institute for Statistics (UIS), which pertain to the school year ending in 2005, with corresponding 1999 figures. It focuses on the regions and countries that will face the greatest challenges in achieving the goals by 2015 and draws attention as well to inequities within countries – to the unmet educational needs of the disadvantaged areas and populations that typically receive the fewest resources.

The world has made significant progress towards EFA since Dakar, but the progress has been uneven. Despite the commitments at the World Education Forum, some regions and countries have lagged behind and some goals have received insufficient attention. In particular, most countries failed to eliminate gender disparities in primary and secondary education by 2005. It is also clear that pervasive imbalances in the development of many education systems create and reinforce disparities, which must be redressed if children, youth and adults are to benefit equally from the opportunities that education provides.

What are the principal developments since 2000 in relation to each of the six goals?

*Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*

- Immunization campaigns and improved access to basic health facilities have led to a significant decline in child mortality.
- However, the comprehensive care and education of children below age 3 remains a neglected area and one difficult to monitor for want of adequate data.
- Meanwhile, the supply of pre-primary education to children aged 3 and above has improved, but remains very uneven. Many developing countries still have limited or non-existent pre-primary education systems; where they exist at all, too often they combine very low enrolment ratios with insufficient numbers of teachers (and even fewer trained teachers), resulting in high pupil/teacher ratios (PTRs). On a more positive

note, some of these countries, located in sub-Saharan Africa, and South and West Asia, have registered sharp enrolment increases.

- Children who are enrolled at the pre-primary level are more likely to come from more affluent households while enrolment of the poor remains low – yet it is the poor who stand to gain relatively the most from early childhood programmes.

**Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality**

- Access to and participation in primary education have sharply increased since Dakar, and the number of out-of-school children correspondingly dropped from 96 million to 72 million between 1999 and 2005. Most regions are close to reaching universal primary education (UPE). In the three regions that are not – the Arab States, sub-Saharan Africa, and South and West Asia – substantial increases in enrolment ratios have taken place in many countries.
- However, progression through the primary grades and school completion remain important concerns in those three regions, in Latin America and the Caribbean and in many countries in East Asia and the Pacific.
- Attention is required to those fragile states, and to those countries in or emerging from conflict, for which no data are available but where the situation of primary education is bound to be worse.
- Inequalities remain within countries: between regions, provinces or states; between urban and rural areas; between rich and poor households; and between ethnic groups. Recent evidence points to lower participation and completion rates for children living in slums or belonging to poor families living in non-slum areas. Many countries with relatively high primary enrolment ratios need still to address equity issues.

**Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes**

- The expansion of formal education beyond the primary level has been the most common strategy to address the learning needs of youth: between 1999 and 2005, the global gross enrolment ratio (GER) in secondary education increased from 60% to 66%.
- However, many young people and adults acquire skills through purely informal means, or through a great variety of non-formal literacy, equivalency, life-skills and livelihood programmes. The learning needs of young people and adults remain woefully undocumented, preventing monitoring at global or even national level and hampering policy implementation. Goal 3 has been particularly neglected, in part because of the difficulty of defining and monitoring it.

**Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults**

- Adult literacy remains a global issue: 774 million adults (of whom 64% are women) still lack basic literacy and numeracy skills. East Asia, South and West Asia and sub-Saharan Africa are home to the vast majority of the one in five adults worldwide who are denied the right to literacy.
- Except in China and a few other countries, there has been little progress during the past decade in reducing the large number of illiterate adults.

**Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality**

- The goal of eliminating gender disparities in both primary and secondary education by 2005 was missed in a great majority of countries. Only 59 countries, about one-third of the 181 countries for which data are available, had achieved the gender parity goal, very few of them since 1999. Gender disparities persist in many countries, particularly at the upper levels: while 63% of countries with data had managed to eliminate gender disparities in primary education, only 37% had done so at the secondary level.

**Access to and participation in primary education have sharply increased since Dakar**



Gender equality has been relatively neglected

- Girls' access to primary and secondary schools, while improving, remains a major issue in countries where overall participation levels are still low. In countries with higher participation levels (developed countries, Latin America and especially the Caribbean, the Pacific), boys' underparticipation in secondary education is a growing problem.
- Gender *equality* has been relatively neglected. Physical violence mainly affects boys; verbal and sexual violence, combined with insecure environments and inadequate sanitation, disproportionately affects girls. Some countries have few female teachers; in many others male and female teachers receive insufficient training in gender issues, which hampers their potential as effective role models. Gender-biased teacher attitudes, perceptions and expectations are common, and boys often dominate classroom time and space. In many instances, textbooks reinforce the gender-specific roles of men and women, and in some cases different subjects are taught to girls and boys. Boys' and girls' levels of achievement are converging, but fields of study and occupational choices continue to be clustered by gender.

*Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills*

- International and regional assessments and a growing number of national assessments conducted since 1999 show that relatively poor learning outcomes in language and mathematics, as well as other subjects, still characterize many countries worldwide. The need to improve these outcomes, especially their uneven distribution within countries, remains a salient challenge in all countries.
- On average, more than 60% of countries allocate fewer than 800 yearly hours of instruction in grades 1–6, even though recent research confirms positive correlations between instructional time and learning outcomes.
- Many developing countries, especially in Africa and Asia, and in conflict-affected areas, have crowded classrooms, poor school infrastructure and inadequate learning environments.

- Acute shortages of teachers are common, especially in sub-Saharan Africa, and South and West Asia, and even greater shortages of *trained* teachers in some countries hinder quality teaching and learning.

The following seven sections monitor the EFA goals in greater detail, and describe trends in secondary and tertiary education. A final section examines overall progress towards the Dakar agenda in light of the EFA Development Index (EDI), and identifies the regions and countries still facing the greatest challenges. A clear theme that emerges from this chapter is the dual importance of equity and quality. Achieving equity is a key to increased access and participation, and is also the principal reason for expanding early childhood, adult literacy and non-formal programmes. Improving quality, a concern of countries everywhere, may well be the defining global educational challenge of the early 21st century.

## Early childhood care and education: still not comprehensive

*Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*

The 2007 *EFA Global Monitoring Report* highlighted the compelling case for more and better-designed early childhood care and education (ECCE) programmes. Because of the critical nature of early childhood as regards physical and mental development, ECCE programmes help reduce existing and future disadvantages faced by many children, through addressing their nutritional, health and educational needs. ECCE participation reduces the prevalence of undernutrition and stunting, improves cognitive development and contributes to increased school participation, completion and achievement. ECCE becomes the guarantor of children's rights and can open the way to all the EFA goals.

## The care and protection of children below age 3 are neglected

Official ECCE programmes targeting children under age 3 are usually of a custodial nature and develop alongside increasing female employment (see annex, Statistical Table 3A). They are found in

only 53% of the world's countries, located mostly in North America and Western Europe, Central Asia, and Latin America and the Caribbean. While ministries in charge of health or child welfare see basic health services as within their purview, the organization of broader care and education for very young children is often considered a responsibility of families or private providers, the latter meeting the needs mostly of more affluent middle class and urban families. Few countries have established national frameworks for the financing, coordination and supervision of ECCE programmes for very young children. Often, there is neither a clear lead ministry or agency for ECCE policy, nor a developed national policy with goals, regulations, quality standards and funding commitments. Data on ECCE programmes for very young children are correspondingly sparse (UNESCO, 2006a).

***Child well-being is improving nonetheless, through immunization and better health services***

There has been noticeable improvement in child well-being over the past decade, as measured by the under-5 mortality rate (see glossary), which captures the cumulative effects of poor care and protection up to the fifth year of life (see annex, Statistical Table 3A). The rate declined worldwide from 92‰ to 78‰ between 1995 and 2005; it fell by more than 25% in the Arab States (to 55‰), East Asia and the Pacific (to 37‰), and Latin America and the Caribbean (to 30‰). At country level, significant improvement occurred, with the rate declining by one-third in twenty-one countries.<sup>1</sup> The few countries where the under-5 mortality rate increased were southern African ones severely affected by the HIV/AIDS pandemic: Botswana, South Africa, Swaziland and Zimbabwe (UNAIDS, 2006). Sub-Saharan Africa, as the region with the highest child mortality rate in 2005 (163‰), still faces the greatest challenge.

Worldwide, around 10 million children below age 5 died in 2005, almost all in developing countries (UNICEF, 2006). Most of these deaths could have been prevented through improved basic health services and child nutrition programmes. Immunization campaigns continue to boost children's basic health worldwide, preventing 1.4 million deaths of children under age 5 in 2003 alone (UNICEF, 2005c). But children in some parts of the world are not inoculated against preventable diseases such as tuberculosis; diphtheria, pertussis (whooping cough) and tetanus (target of the DPT

vaccine); polio; and hepatitis B (see annex, Statistical Table 3A). Meanwhile, undernutrition and malnutrition affect one out of four children under age 5 in developing countries, and 30% of children suffer from stunting worldwide. Children thus affected are more vulnerable to illness and socio-emotional developmental setbacks, and less likely to enrol in school, complete primary schooling and reach high achievement levels (UNESCO, 2006a).

**Uneven advances in ECCE provision for age 3 and up**

Governments are more active in the provision and supervision of ECCE programmes for children from age 3 to primary school age. In most countries, the ministry in charge of education oversees the national provision of pre-primary education (ISCED level 0).<sup>2</sup> Only thirty countries have compulsory attendance laws at this level, which tend moreover to reflect policy intentions rather than educational realities (UNESCO, 2006a). The duration of pre-primary education varies significantly: it is one year in fourteen countries, two years in fifty-nine, three years in ninety-nine and four years in thirty-one (see annex, Statistical Table 3B).

The number of children enrolled in pre-primary schools worldwide increased by 20 million between 1999 and 2005, to 132 million, mostly because of gains in South and West Asia (by 67%), sub-Saharan Africa (61%) and, to a lesser extent, Latin America and the Caribbean (Table 2.1). Enrolments decreased in East Asia and the Pacific, reflecting in particular the shrinking of the relevant age population in China. The global pre-primary gross enrolment ratio (GER) (see glossary) correspondingly increased from 33% to 40%. The largest GER gains were made in the Pacific, and South and West Asia (fifteen percentage points each) and the Caribbean (twelve percentage points), which already had the second highest GER in 1999. The 20% increase in the GER in Central and Eastern Europe confirmed the recovery from the 1990s decline. GERs in the Arab States and sub-Saharan Africa remained below 20%, despite a 43% rise in the latter.

Overall, as Map 2.1 shows, participation in pre-primary education is highest in developed and transition countries, which account for eighteen of the forty-one countries with GERs 90% or higher in 2005. It is also high in Latin America and the Caribbean, and in East Asia and the Pacific.

**Participation in pre-primary education is highest in developed and transition countries**

1. Algeria, Argentina, Bahamas, Bangladesh, Cape Verde, Chile, Croatia, Cuba, Ecuador, Egypt, Indonesia, the Islamic Republic of Iran, Maldives, Mexico, Morocco, Norway, the Philippines, the Republic of Korea, the Syrian Arab Republic, the United Republic of Tanzania and Vanuatu.

2. The International Standard Classification of Education (ISCED) is a system that enables the compilation and presentation of comparable indicators and statistics of education internationally. See glossary for ISCED level definitions.

**Table 2.1: Pre-primary enrolment and gross enrolment ratios by region, 1999 and 2005**

|                                  | Total enrolment       |            |                              | Gross enrolment ratios |      |                              |
|----------------------------------|-----------------------|------------|------------------------------|------------------------|------|------------------------------|
|                                  | School year ending in |            | Change between 1999 and 2005 | School year ending in  |      | Change between 1999 and 2005 |
|                                  | 1999                  | 2005       |                              | 1999                   | 2005 |                              |
|                                  | (millions)            | (millions) | (%)                          | (%)                    | (%)  | (%)                          |
| World                            | 112.3                 | 132.0      | 17.6                         | 33                     | 40   | 19.3                         |
| Developing countries             | 79.9                  | 99.2       | 24.2                         | 28                     | 34   | 24.2                         |
| Developed countries              | 25.4                  | 25.6       | 1.1                          | 73                     | 78   | 6.1                          |
| Countries in transition          | 7.1                   | 7.2        | 1.7                          | 46                     | 60   | 29.7                         |
| Sub-Saharan Africa               | 5.1                   | 8.3        | 60.9                         | 10                     | 14   | 43.1                         |
| Arab States                      | 2.4                   | 2.9        | 18.2                         | 15                     | 17   | 11.8                         |
| Central Asia                     | 1.5                   | 1.5        | 2.2                          | 22                     | 28   | 23.2                         |
| East Asia and the Pacific        | 37.0                  | 35.8       | -3.4                         | 40                     | 43   | 7.4                          |
| East Asia                        | 36.6                  | 35.3       | -3.7                         | 40                     | 43   | 7.1                          |
| Pacific                          | 0.4                   | 0.5        | 25.6                         | 57                     | 72   | 26.2                         |
| South and West Asia              | 21.4                  | 35.7       | 66.6                         | 22                     | 37   | 66.4                         |
| Latin America and the Caribbean  | 16.4                  | 19.1       | 16.7                         | 56                     | 62   | 11.0                         |
| Caribbean                        | 0.7                   | 0.8        | 18.2                         | 71                     | 83   | 16.9                         |
| Latin America                    | 15.7                  | 18.3       | 16.6                         | 55                     | 61   | 10.8                         |
| North America and Western Europe | 19.1                  | 19.5       | 1.8                          | 76                     | 79   | 4.3                          |
| Central and Eastern Europe       | 9.3                   | 9.3        | 0.3                          | 49                     | 59   | 20.2                         |

*Note:* Changes are computed using non-rounded figures.

*Source:* Annex, Statistical Table 3B.

**Increases in pre-primary enrolment often followed considerable increases in the number of schools**

It remains very low in many sub-Saharan African countries and in some of the Arab States: the two regions account for almost three-quarters of the fifty countries with GERs below 30%.

Figure 2.1 shows changes in pre-primary GERs since Dakar, focusing on countries in which the GER was below 90% in 2005. GERs have improved substantially since 1999 in some countries with low or moderate levels of participation in sub-Saharan Africa (Cameroon, Ghana, Lesotho, Namibia and South Africa), the Arab States (Bahrain and Qatar), East Asia and the Pacific (Papua New Guinea and Viet Nam), and South and West Asia (India and the Islamic Republic of Iran). Countries of the former Soviet Union, particularly Georgia, Kazakhstan, the Republic of Moldova and the Russian Federation, continued the recovery begun in the late 1990s. Little progress is recorded for more than a dozen sub-Saharan African countries and several Arab States with limited or non-existent pre-primary education (GERs below 30%), though some of those countries saw their GERs double or treble from a very low base (Burundi, the Congo, Eritrea, Madagascar and Senegal).

Increases in pre-primary enrolment often followed considerable increases in the number of schools

(e.g. 106% in the Congo, 173% in Senegal). In Eritrea, the upward GER trend stemmed from the implementation of a government policy quadrupling the number of child care centres during the period under review. In Ghana, the GER increase from 40% to 56% in 2006 is explained by the introduction of free kindergartens in public schools in 2005, with schools receiving a grant for every child enrolled.

GERs decreased in a few countries, including Bangladesh, the Gambia, Kuwait, Morocco, the Palestinian Autonomous Territories, Thailand, Uganda and several Caribbean and Pacific island states. In other cases, such as Chile, Costa Rica, Guatemala and the Marshall Islands, lower 2005 GERs are due to changes in the age groups to which enrolment ratios refer.

### ***The private sector's role in pre-primary education***

Private institutions account for a larger proportion of total pre-primary enrolment in developing countries than in developed or transition countries, with a median value of 47% compared with 8% in developed and 1% in transition countries. The private sector is nearly the sole provider of pre-primary education in five Arab States (Bahrain,



Map 2.1: Pre-primary gross enrolment ratios, 2005



Note: See source table for detailed country notes.

Source: Annex, Statistical Table 3B.

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by UNESCO.

Based on United Nations map.

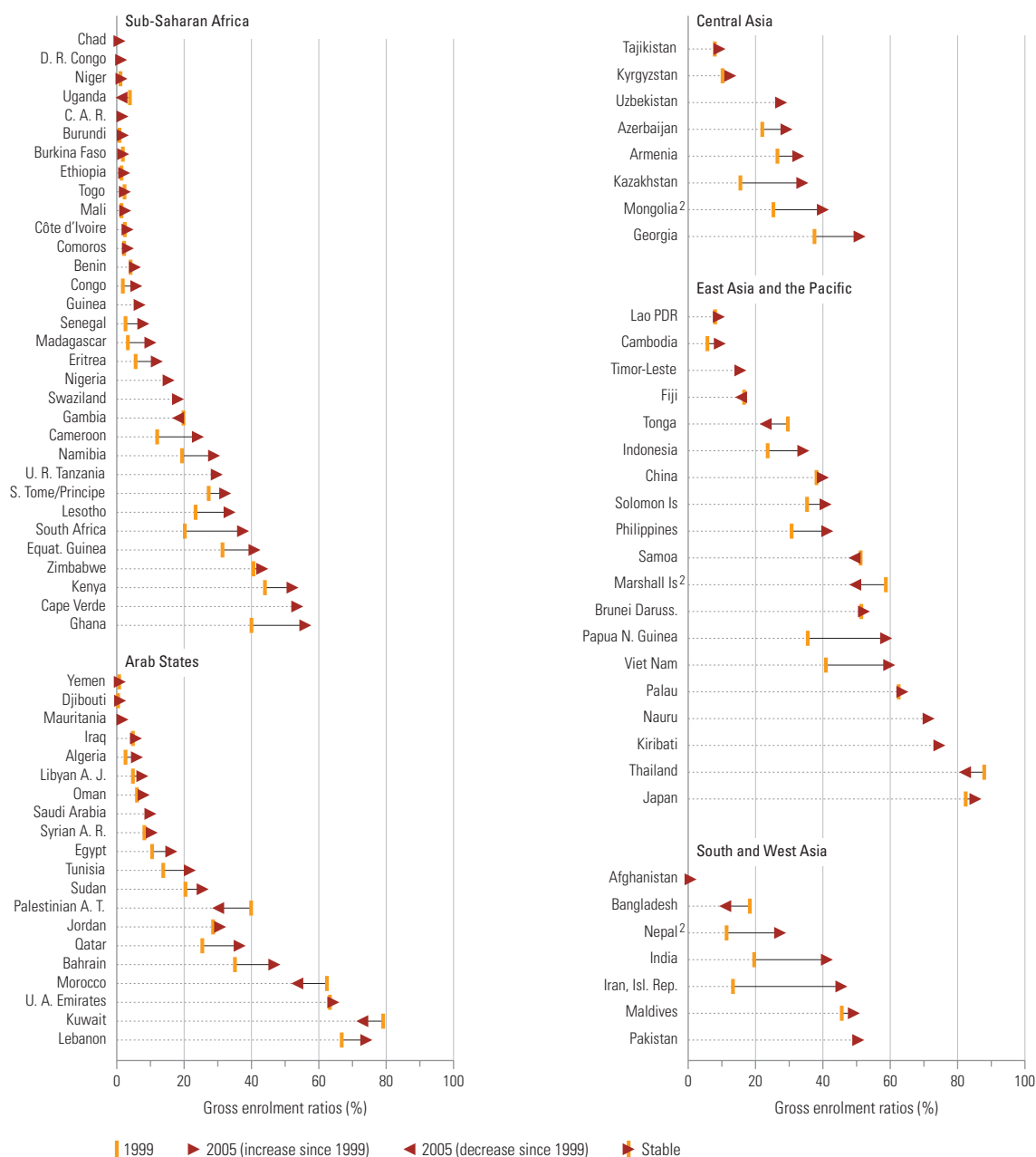
Jordan, Morocco, Oman and the Palestinian Autonomous Territories) as well as in Belize, Bhutan, Ethiopia, Fiji, the Gambia, Indonesia, Lesotho, Namibia, New Zealand, Uganda and some small Caribbean island states. In China, enrolment in private institutions accounted for 31% of total enrolment in 2005. Compared with 1999, the share of private enrolment increased slightly (generally by less than five percentage points) in roughly one-third of the 126 countries with available data, remained almost unchanged in another third and decreased in the remaining third.

### Gender and income disparities in pre-primary education

Gender disparities in pre-primary education are less marked than at other levels of education, probably because children at this level tend to come from more affluent groups, where gender biases are less pronounced than among the poor. The gender parity index (GPI) – the ratio between the female and male GER – is close to, or exceeds, 0.90 in all regions in 2005, and 105 of the 169 countries with available data are at gender parity, including 23 more countries than in 1999 (see annex, Statistical Table 3B). High disparities against girls (GPI below

Gender disparities in pre-primary education are less marked than at other levels of education

Figure 2.1: Changes in pre-primary gross enrolment ratios between 1999 and 2005 in countries with GERs below 90% in 2005<sup>1</sup>



Notes: The apparent decrease in the United Kingdom is due to the reclassification into primary of some programmes formerly considered as pre-primary. The apparent increase in the Islamic Republic of Iran is due to the inclusion of literacy programmes for adults within pre-primary enrolment data in recent years. See source table for detailed country notes.

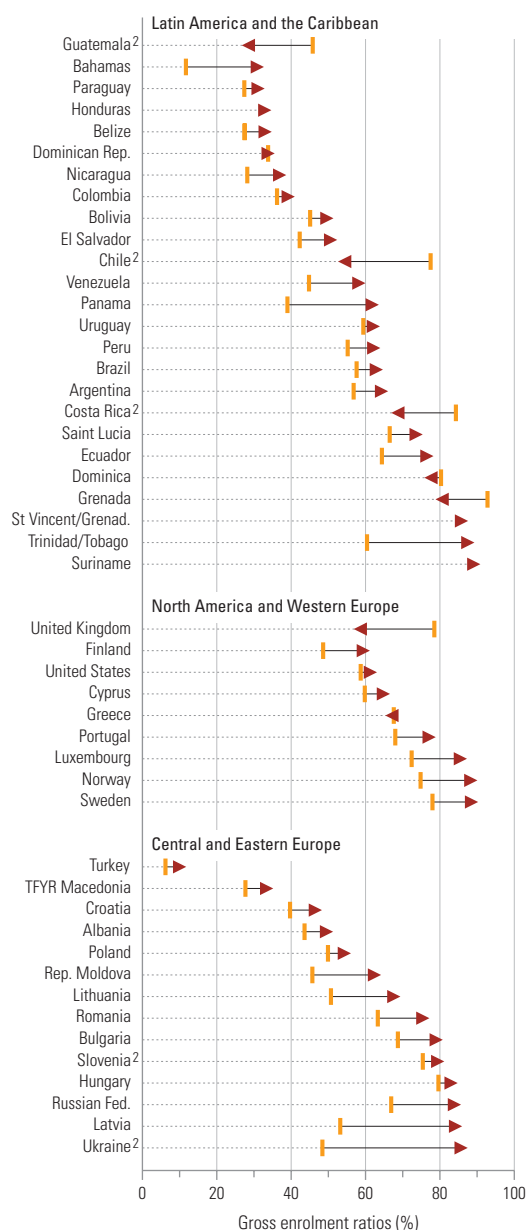
1. The GER is 90% or higher in forty-one countries: thirteen in Latin America and the Caribbean, thirteen in Western Europe, nine in East Asia and the Pacific, four in Central and Eastern Europe and two in sub-Saharan Africa.

2. Change in duration between 1999 and 2005. Compared with 1999, pre-primary duration is reported to be one year shorter in Mongolia, Nepal, Slovenia and Ukraine; one year longer in Chile, Costa Rica and the Marshall Islands; and two years longer in Guatemala.

Source: Annex, Statistical Table 3B.

0.90) are found in Afghanistan, Equatorial Guinea, Yemen, two Caribbean island states and, especially, Chad (GPI of 0.48) and Morocco (0.65, much higher than in 1999). High disparities against boys (GPI

above 1.10) are equally common, e.g. in Armenia, Georgia, the Islamic Republic of Iran, Malaysia, Mongolia, Namibia, Senegal and several Caribbean and Pacific island states.



In addition to gender disparities, millions of children who belong to disadvantaged groups and live in vulnerable settings do not have access to ECCE programmes, despite evidence of the considerable

benefits accruing from their participation. The 2007 *EFA Global Monitoring Report* showed that children from poorer and rural households have less access to ECCE programmes than those from richer and urban ones (UNESCO, 2006a).

### Shortages of pre-primary teachers add to declining quality

The interaction between the child and the carer or teacher is the key determinant of the quality of ECCE programmes (UNESCO, 2006a). High pre-primary pupil/teacher ratios generally indicate insufficient numbers of teachers and poor-quality teaching and learning processes, as each teacher will provide less attention to individual pupils and will have fewer opportunities for child-centred pedagogy. However, the adequate level varies among and within countries, depending on conditions of schools and classrooms, type of pupils, and teacher qualifications and skills.<sup>3</sup> Worldwide, the average PTR was close to 22:1 in 2005, slightly higher than in 1999 (Table 2.2).

Between 1999 and 2005, PTRs declined in 60% of the 121 countries for which data are available (see annex, Statistical Table 10A). The largest declines took place in countries where either (a) the number of teachers increased at a much higher rate than the increase in enrolments (e.g. Djibouti)<sup>4</sup> or (b) the supply of teachers largely stayed the same while enrolments declined (Anguilla, Grenada).

In the 40% of countries where pre-primary PTRs increased, the supply of teachers either (a) grew, but not enough to compensate for a large increase in enrolments, as in Burundi, the Congo and Senegal; (b) remained stable while enrolment increased, as in Benin; or (c) declined much more than the decline in enrolments, as in Poland (see annex, Statistical Tables 3B and 10A). Unless teacher recruitment accompanies pre-primary education expansion, deterioration in the quality of child-teacher interactions is to be expected.

Pre-primary teachers are not equally distributed within countries, as the disparities between public and private institutions indicate. For example, in Costa Rica, Djibouti, Ecuador, Peru and the United Republic of Tanzania, PTRs in public schools are more than double those in private schools, suggesting that children in public institutions have access to fewer teachers and

The interaction between the child and the carer or teacher is the key determinant of the quality of ECCE programmes

3. As it takes into account the total number of teachers, the PTR is a very rough approximation of class size, although not necessarily equivalent to it, since countries have differing mechanisms or policies for allocating teachers to classes.

4. In Djibouti, the increase in the pre-primary teacher supply was 2.5 percentage points higher than the increase in enrolments, resulting in a PTR decline of about 50%. Nevertheless, the total number of teachers and students remains very low.

**Table 2.2: Pupil/teacher ratios in pre-primary education by region, 1999 and 2005**

|                                  | Pupil/teacher ratios       |      |                                  |
|----------------------------------|----------------------------|------|----------------------------------|
|                                  | School year ending in 1999 | 2005 | Change between 1999 and 2005 (%) |
| World                            | 21                         | 22   | 4.1                              |
| Developing countries             | 27                         | 28   | 5.4                              |
| Developed countries              | 17                         | 15   | -11.6                            |
| Countries in transition          | 7                          | 8    | 6.1                              |
| Sub-Saharan Africa               | 29                         | 31   | 8.1                              |
| Arab States                      | 21                         | 20   | -3.7                             |
| Central Asia                     | 10                         | 11   | 5.4                              |
| East Asia and the Pacific        | 26                         | 25   | -3.5                             |
| East Asia                        | 26                         | 25   | -3.5                             |
| Pacific                          | 16                         | 17   | 7.3                              |
| South and West Asia              | 36                         | 40   | 13.5                             |
| Latin America and the Caribbean  | 22                         | 21   | -2.4                             |
| Caribbean                        | 31                         | 31   | 0.4                              |
| Latin America                    | 22                         | 21   | -2.5                             |
| North America and Western Europe | 17                         | 15   | -15.9                            |
| Central and Eastern Europe       | 8                          | 9    | 6.9                              |

Notes: Weighted averages. Based on headcounts of pupils and teachers.

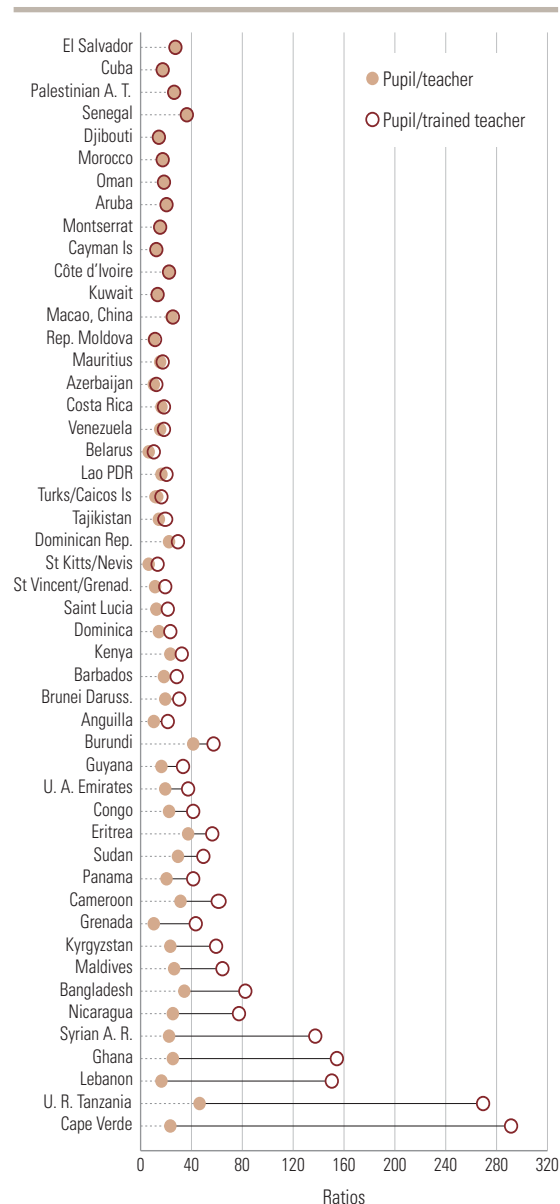
Source: Annex, Statistical Table 10A.

**The teacher shortages observed in many countries are compounded by low percentages of trained teachers**

are likely therefore to experience worse teaching and learning conditions (UIS database).

The teacher shortages observed in many countries are compounded by low percentages of trained teachers. Across the fifty countries with data, the percentage of trained teachers ranges from less than 25% in Cape Verde, Ghana, Lebanon, the Syrian Arab Republic and the United Republic of Tanzania to higher than 95% in eighteen countries, most of them Arab States or Caribbean island states (see annex, Statistical Table 10A). Ratios of pupils to trained teachers can be much higher than overall PTRs, as Figure 2.2 shows: e.g. above 100:1 in Cape Verde, Ghana, Lebanon and the Syrian Arab Republic, even though the highest PTR in these countries is 25:1. In countries including Burundi, Cameroon, the Congo, Eritrea and Sudan, the pupil/trained-teacher ratio reveals a shortage of trained teachers not captured by the PTR and percentage of trained teachers.

The availability of trained teachers changed little between 1999 and 2005. Ghana and the Syrian Arab Republic are exceptions, where shortages of trained teachers worsened. The policy on free kindergarten in Ghanaian public schools was accompanied by a rise in the pupil/trained-teacher

**Figure 2.2: Comparison of pupil/teacher ratios with ratios of pupils to trained teachers in pre-primary education, 2005**

Notes: Countries are listed in ascending order of the difference between the PTRs and the pupil/trained-teacher ratios. See source table for detailed country notes. Only countries with data on pupil/trained-teacher ratios are included.

Sources: Annex, Statistical Table 10A; UIS database.

ratio to 155:1, from an already high 103:1. In the Syrian Arab Republic, the ratio increased by 400% from 27:1 to 137:1. Shortages in both countries resulted from increases in enrolments and teacher numbers associated with decreases in the absolute number and share of trained teachers (see annex, Statistical Table 10A), a clear example of a quantity/quality trade-off.

## Universal primary education: nearer but not close

*Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality*

### Access to schooling: different regional trends

The number of new entrants into primary education worldwide grew by 4%, from 130 million to 135 million, between 1999 and 2005 (Table 2.3), but as a result of opposite regional trends. Large increases in sub-Saharan Africa, South and West Asia and, to a lesser extent, the Arab States brought 11 million more pupils into school systems, many of them outside the official school entrance age (Box 2.1). By contrast, decreases in the population of school-entrance age in regions with high and relatively stable gross intake rates (GIRs; see glossary), such as East Asia and the Pacific (particularly China), Central Asia, and North America and Western Europe, reduced the number of new pupils by 5 million.

The 40% increase in the number of new entrants in sub-Saharan Africa is a key achievement, further reflected in country-level GIR changes (Figure 2.3). Policy measures to facilitate access to education for the most disadvantaged (e.g. abolition of school fees in the early 2000s) explain to a great extent the improvements in access in countries such as Madagascar, the United Republic of Tanzania and Zambia. Gains are also reported in Burkina Faso, Cameroon, Chad, the Congo, the Democratic Republic of the Congo, Ethiopia, Ghana, Guinea, Mali, the Niger and Senegal in sub-Saharan Africa, and in Egypt, Djibouti and Yemen. Some of these countries (e.g. Burkina Faso, Guinea, Senegal) may approach universal enrolment in grade 1 by 2009 or 2010, a condition for attaining universal primary completion by 2015. On the other hand, the levels and trends in access to school point to the difficulty of achieving UPE in a number of countries with GIRs below 70%, mainly in sub-Saharan Africa (Central African Republic, Comoros, the Congo, Côte d'Ivoire, the Democratic Republic of the Congo, Eritrea, Mali and the Niger) as well as Djibouti and Sudan. In most of these countries, the goal is particularly challenging as economic conditions are dire<sup>5</sup> and demographic pressure is significant. Declines in GIRs were observed in Eritrea, Jordan, the Maldives, Oman, the Palestinian Autonomous Territories, Viet Nam and some small Pacific island states.

**The 40% increase in the number of new entrants in sub-Saharan Africa is a key achievement**

**Table 2.3: New entrants into grade 1 and gross intake rates by region, 1999 and 2005**

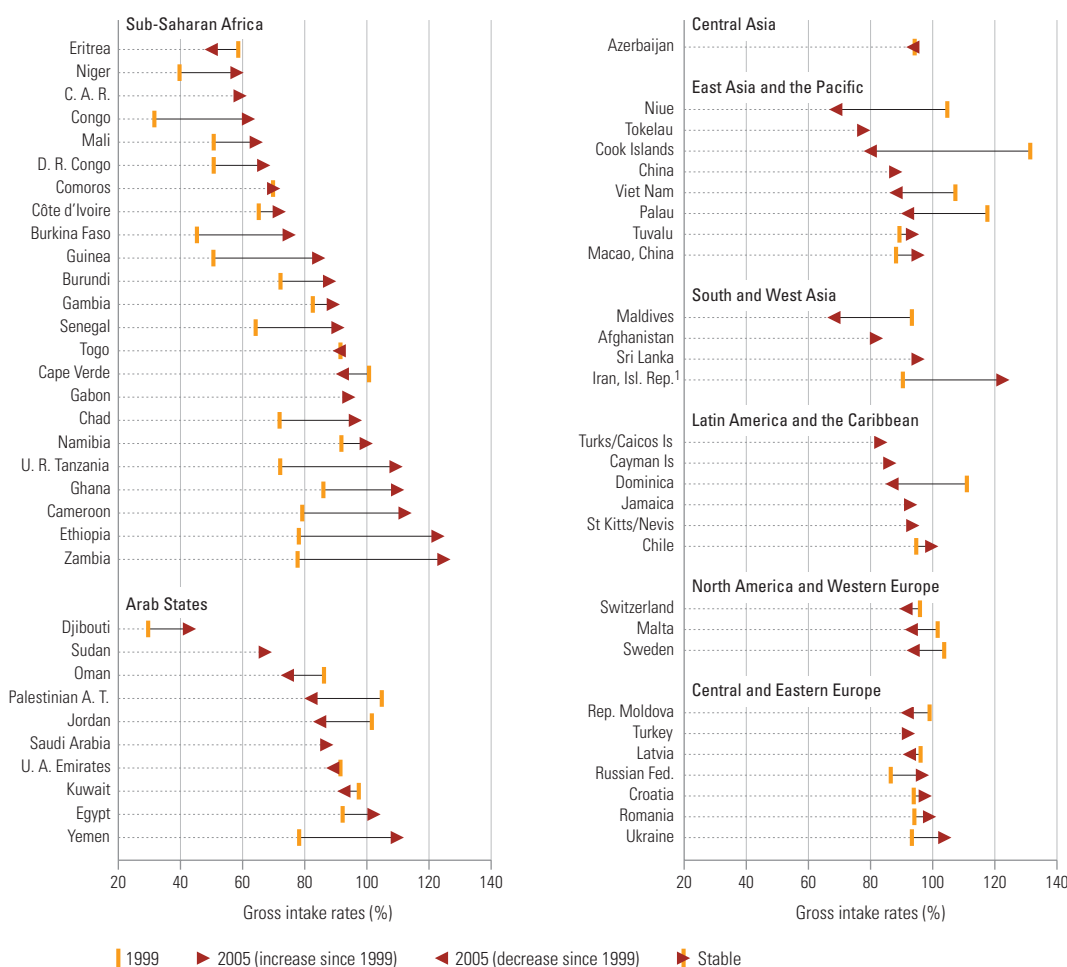
|                                  | New entrants          |            |                              | Gross intake rates    |      |                              |
|----------------------------------|-----------------------|------------|------------------------------|-----------------------|------|------------------------------|
|                                  | School year ending in |            | Change between 1999 and 2005 | School year ending in |      | Change between 1999 and 2005 |
|                                  | 1999                  | 2005       |                              | 1999                  | 2005 |                              |
|                                  | (millions)            | (millions) | (%)                          | (%)                   | (%)  | (percentage points)          |
| World                            | 129.9                 | 134.9      | 3.9                          | 106                   | 112  | 6.7                          |
| Developing countries             | 113.4                 | 120.2      | 6.0                          | 106                   | 114  | 7.3                          |
| Developed countries              | 12.3                  | 11.5       | -6.4                         | 101                   | 101  | -0.7                         |
| Countries in transition          | 4.2                   | 3.2        | -23.2                        | 94                    | 100  | 6.1                          |
| Sub-Saharan Africa               | 16.4                  | 22.9       | 39.9                         | 90                    | 113  | 22.4                         |
| Arab States                      | 6.3                   | 7.0        | 11.6                         | 90                    | 97   | 6.7                          |
| Central Asia                     | 1.8                   | 1.5        | -15.9                        | 101                   | 104  | 3.7                          |
| East Asia and the Pacific        | 37.0                  | 32.6       | -11.8                        | 102                   | 100  | -2.6                         |
| East Asia                        | 36.5                  | 32.1       | -12.1                        | 102                   | 100  | -2.7                         |
| Pacific                          | 0.6                   | 0.6        | 2.9                          | 102                   | 106  | 3.8                          |
| South and West Asia              | 40.5                  | 44.3       | 9.4                          | 119                   | 130  | 11.2                         |
| Latin America and the Caribbean  | 13.2                  | 13.2       | 0.3                          | 119                   | 119  | -0.1                         |
| Caribbean                        | 0.6                   | 0.5        | -3.2                         | 164                   | 161  | -3.0                         |
| Latin America                    | 12.6                  | 12.7       | 0.4                          | 118                   | 118  | 0.0                          |
| North America and Western Europe | 9.2                   | 8.8        | -4.3                         | 102                   | 102  | -0.7                         |
| Central and Eastern Europe       | 5.4                   | 4.5        | -18.2                        | 94                    | 96   | 2.6                          |

Note: Change computed using non-rounded figures.

Source: Annex, Statistical Table 4.

5. All except the Congo, Côte d'Ivoire and Djibouti had GNPs per capita of less than US\$2 per day in 2004 (see annex, Statistical Table 1).

Figure 2.3: Gross intake rates to primary education in countries with GIRs below 95% in 1999, 2005 or both



Note: See source table for detailed country notes.

1. The apparent increase in the Islamic Republic of Iran is due to the recent inclusion of literacy programmes for adults in primary enrolment statistics.

Source: Annex, Statistical Table 4.

Demographic pressure will remain a challenge for the next decade

### Participation in primary education: increasing but still far from universal

The World Education Forum at Dakar marked a turning point in the expansion of primary education, with the pace of progress quickening in comparison with the previous decade (UNESCO-BREDA, 2007). Global primary school enrolment rose from 647 million to 688 million (6.4%) between 1999 and 2005, with increases especially marked in sub-Saharan Africa (by 29 million, 36%), and South and West Asia (35 million, 22%), regions in which the pace significantly accelerated in the post-Dakar period compared with 1991–99 (Table 2.4). These two regions, along with the Arab States, may be moving towards the higher enrolment ratios

observed elsewhere in the world. However, demographic pressure will remain a challenge for the next decade, when the primary school age population is expected to grow at a sustained pace, particularly in sub-Saharan Africa (with projected growth of 22%) and, to a lesser extent, the Arab States (13%).<sup>6</sup> In many other regions enrolment has been stable or decreased, a trend linked to reduction of the size of the school-age population.<sup>7</sup>

A country's distance from UPE appears most clearly in terms of the net enrolment ratio (NER), the share of children of official primary school age who are actually enrolled in primary schools (see glossary). North America and Western

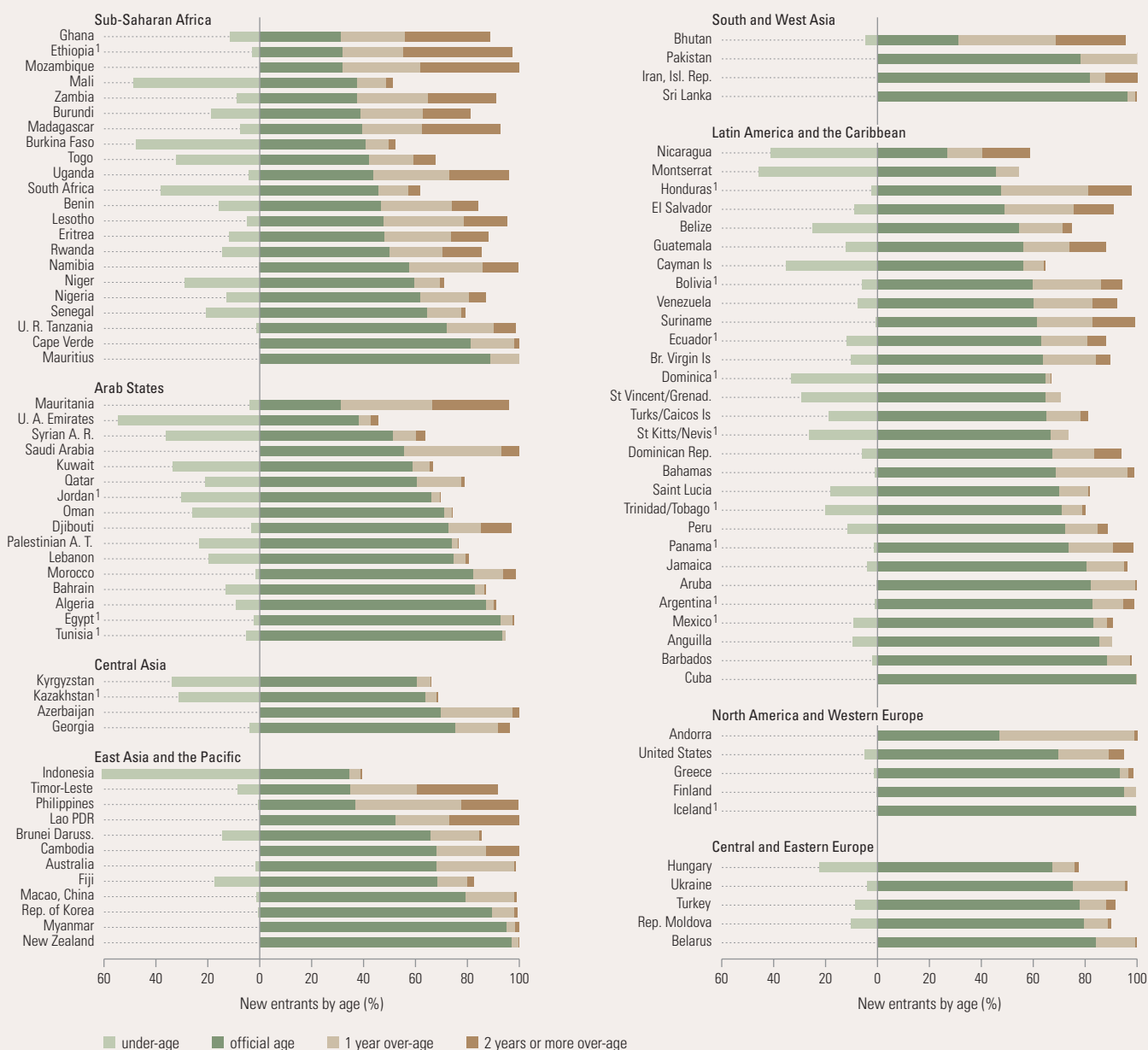
6. Between 2005 and 2015 growth rates are expected either to exceed 3% per year (the Congo, the Democratic Republic of the Congo and the Niger) or to be just below this rate (e.g. Mali).

7. The GER decrease in Latin America, from 121% to 118%, reflects more a normalization of pupil age, since the NER increased during the same period from 93% to 95%.

**Box 2.1: What is the age of children entering school?**

Some children enter school earlier than the official school-entrance age. Others enter one or more years later, either for economic reasons or because schools are too far from home for young children to reach them, or even because they keep attending pre-primary schools. Reducing under-age and over-age school entrance matters; over-age children, in particular, are more likely to repeat grades and eventually drop out. High proportions of over-age children are found in many sub-Saharan African countries and,

to a lesser extent, in the Arab States, East Asia and the Pacific, and Latin America and the Caribbean. Over-age enrolment is also common in post-conflict situations, as in Timor-Leste. Under-age enrolment is frequent in countries as diverse as Burkina Faso, Indonesia, Mali, Montserrat, Nicaragua, South Africa and the United Arab Emirates. Figure 2.4 shows that GIRs may overestimate actual levels of access to schooling, as their value can exceed 100% even if not all children of official school-entrance age are enrolled.

**Figure 2.4: Distribution of new entrants into primary education relative to official age, 2005**

Note: Official entrance ages are indicated in the annex, Statistical Table 5.

1. Data refer to 2004.

Source: UIS database.



Table 2.4: Primary enrolment by region, 1991, 1999 and 2005

|                           | Total enrolment       |                           |       |                              |                              | Gross enrolment ratios |                              |      |                              |                              | Net enrolment ratios         |      |      |                              |                              |
|---------------------------|-----------------------|---------------------------|-------|------------------------------|------------------------------|------------------------|------------------------------|------|------------------------------|------------------------------|------------------------------|------|------|------------------------------|------------------------------|
|                           | School year ending in |                           |       | Change between 1991 and 1999 | Change between 1999 and 2005 | School year ending in  |                              |      | Change between 1991 and 1999 | Change between 1999 and 2005 | School year ending in        |      |      | Change between 1991 and 1999 | Change between 1999 and 2005 |
|                           | 1991                  | 1999                      | 2005  |                              |                              | 1991                   | 1999                         | 2005 |                              |                              | 1991                         | 1999 | 2005 |                              |                              |
|                           | (millions)            | (% per year) <sup>1</sup> |       | (%)                          | (%)                          | (%)                    | (percentage points per year) | (%)  | (%)                          | (%)                          | (percentage points per year) |      |      |                              |                              |
| World                     | 598.2                 | 646.7                     | 688.3 | 1.0                          | 1.0                          | 99                     | 100                          | 107  | 0.2                          | 1.1                          | 81                           | 83   | 87   | 0.2                          | 0.6                          |
| Developing countries      | 507.9                 | 560.5                     | 607.5 | 1.2                          | 1.4                          | 98                     | 100                          | 108  | 0.3                          | 1.3                          | 79                           | 81   | 86   | 0.3                          | 0.7                          |
| Developed countries       | 72.6                  | 70.4                      | 67.0  | -0.4                         | -0.8                         | 102                    | 102                          | 102  | 0.0                          | -0.1                         | 96                           | 97   | 96   | 0.0                          | -0.2                         |
| Countries in transition   | 17.7                  | 15.8                      | 13.7  | -1.4                         | -2.3                         | 97                     | 100                          | 111  | 0.4                          | 1.8                          | 89                           | 85   | 90   | -0.5                         | 0.8                          |
| Sub-Saharan Africa        | 63.2                  | 80.8                      | 109.7 | 3.1                          | 5.2                          | 72                     | 80                           | 97   | 0.9                          | 2.7                          | 54                           | 57   | 70   | 0.4                          | 2.1                          |
| Arab States               | 30.5                  | 35.4                      | 39.3  | 1.9                          | 1.8                          | 83                     | 90                           | 95   | 0.9                          | 0.8                          | 73                           | 79   | 83   | 0.7                          | 0.7                          |
| Central Asia              | 5.4                   | 6.9                       | 6.2   | 3.1                          | -1.7                         | 90                     | 99                           | 101  | 1.1                          | 0.4                          | 84                           | 88   | 90   | 0.5                          | 0.3                          |
| East Asia and the Pacific | 206.9                 | 217.6                     | 197.2 | 0.6                          | -1.6                         | 117                    | 112                          | 110  | -0.6                         | -0.3                         | 96                           | 95   | 94   | -0.1                         | -0.3                         |
| East Asia                 | 204.2                 | 214.3                     | 193.7 | 0.6                          | -1.7                         | 117                    | 112                          | 111  | -0.6                         | -0.3                         | 96                           | 96   | 94   | 0.0                          | -0.3                         |
| Pacific                   | 2.7                   | 3.3                       | 3.5   | 2.7                          | 1.0                          | 98                     | 94                           | 98   | -0.6                         | 0.7                          | 91                           | 87   | 90   | -0.5                         | 0.5                          |
| South and West Asia       | 135.4                 | 157.5                     | 192.7 | 1.9                          | 3.4                          | 92                     | 94                           | 113  | 0.2                          | 3.1                          | 72                           | 77   | 86   | 0.6                          | 1.4                          |
| Latin America/Caribbean   | 75.4                  | 70.2                      | 69.1  | -0.9                         | -0.3                         | 104                    | 121                          | 118  | 2.2                          | -0.5                         | 86                           | 92   | 94   | 0.8                          | 0.3                          |
| Caribbean                 | 1.4                   | 2.5                       | 2.4   | 7.1                          | -0.5                         | 71                     | 115                          | 117  | 5.5                          | 0.3                          | 52                           | 77   | 77   | 3.1                          | 0.1                          |
| Latin America             | 74.0                  | 67.7                      | 66.7  | -1.1                         | -0.3                         | 104                    | 121                          | 118  | 2.1                          | -0.6                         | 87                           | 93   | 95   | 0.8                          | 0.3                          |
| N. America/W. Europe      | 50.1                  | 52.9                      | 51.6  | 0.7                          | -0.4                         | 104                    | 103                          | 102  | -0.1                         | -0.2                         | 96                           | 97   | 95   | 0.0                          | -0.2                         |
| Central/Eastern Europe    | 31.3                  | 25.5                      | 22.5  | -2.5                         | -2.1                         | 98                     | 100                          | 103  | 0.2                          | 0.6                          | 90                           | 90   | 91   | -0.1                         | 0.2                          |

1. Average annual growth rate based on compound growth.  
Sources: Annex, Statistical Table 5; UIS database.

**Progress in enrolment since Dakar has rarely been uniform across all subnational divisions within countries**

Europe, Central and Eastern Europe, East Asia and the Pacific, and Latin America and the Caribbean are closest to UPE with NERs above 90% in more than half the countries of each region. In the Arab States, Central Asia, and South and West Asia, average NERs are below 90%, the lows being in Djibouti (33%) and Pakistan (68%). The situation remains most critical in sub-Saharan Africa, where more than 60% of the countries have values below 80% and more than one-third below 70%.

Most countries with NERs below 95% in either 1999 or 2005 registered increases over the period (Figure 2.5), which may reflect the impact of public policies designed to facilitate enrolment of the most disadvantaged, such as the abolition of school fees in Benin, Lesotho, Madagascar, Mozambique, the United Republic of Tanzania and Zambia, as well as Cambodia and Yemen. Ethiopia, Guinea, Morocco and Nepal also made significant progress.<sup>8</sup> Enrolment growth was driven by the private sector

8. Changes in the structure of education systems at least partly explain NER growth. Thus, the high increase in Ethiopia has to be analysed in relation to a decrease in the duration of primary schooling from six years to four, while the steep rise in Mozambique is all the more impressive considering that the duration of primary education was extended from five years to seven. Other countries that changed the duration of primary schooling were Kenya and the United Arab Emirates (one year less) and Egypt, Kuwait and Lebanon (one year more).

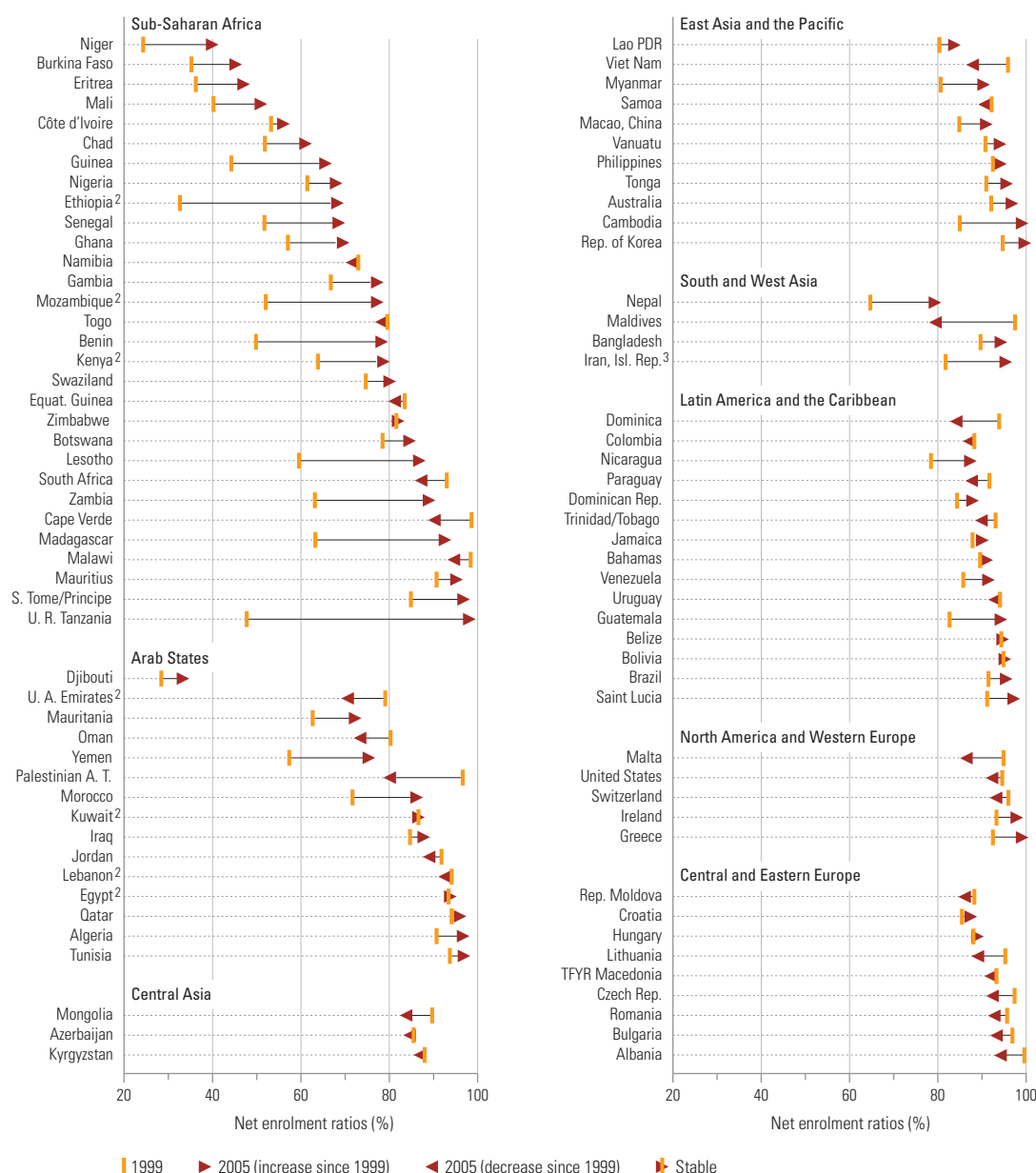
in some countries. The percentage of pupils enrolled in private institutions increased in some of the countries mentioned above, particularly Mali (by fifteen percentage points) but also, to a lesser extent, Benin, Guinea and Mauritania. Meanwhile, NERs declined in a few countries, including the Palestinian Autonomous Territories, South Africa, the United Arab Emirates and Viet Nam.<sup>9</sup>

## A continuing need to address inequities in education

### Geographic disparities and stark contrasts

Progress in enrolment since Dakar has rarely been uniform across all subnational divisions within countries. In Nepal, for example, NERs are above 95% in the Western and Far Western Development Regions but below 60% in some districts of the Eastern and Central regions. In Guinea almost all children in the capital region of Conakry are enrolled, but in outlying districts in Labé or Nzérékoré enrolment ratios fall below 50% (Sherman and Poirier, 2007). Achieving UPE, by definition, implies addressing such inequities.

9. In Viet Nam, however, this trend is likely to reverse since a policy to abolish school fees was adopted in 2004.

**Figure 2.5: Change in primary net enrolment ratios between 1999 and 2005 in countries with NERs of 95% or lower in both years<sup>1</sup>**

Geographic disparities tend to be lowest in countries that are nearest to universal enrolment

Note: See source table for detailed country notes.

1. The NER exceeded 95% in both years in thirty-two countries: sixteen in Western Europe, nine in Latin America and the Caribbean, three in East Asia and the Pacific, three in Central and Eastern Europe and one in the Arab States.

2. Change in duration of primary education between 1999 and 2005.

3. Increase due to the recent inclusion of literacy programmes in enrolment statistics.

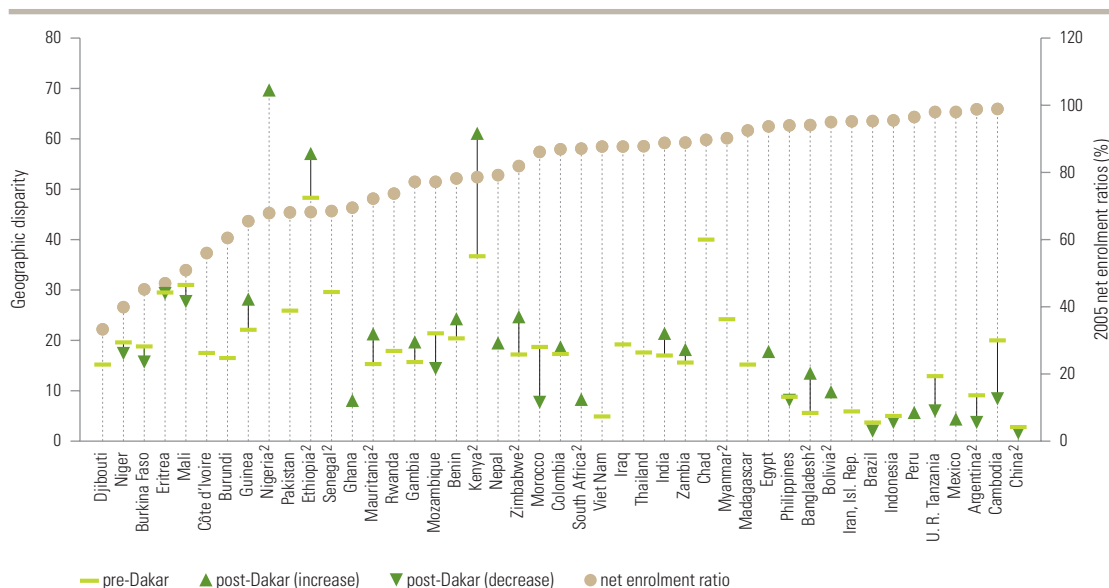
Source: Annex, Statistical Table 5.

To capture the scale of geographic disparities in primary education, countries can be compared using a disparity index called the 'restricted range' (Sherman and Poirier, 2007).<sup>10</sup> Values of the disparity index vary from 2.8 (low disparity) in China to 48.3 (high disparity) in Ethiopia in the pre-Dakar

period, and from 1.6 in China to 69.7 in Nigeria in the post-Dakar period. Figure 2.6 presents the index for forty-five countries, sorted by the country-level NER. In principle, disparities tend to be lowest in countries that are nearest to universal enrolment (e.g. Argentina, Brazil, Indonesia, Mexico, Peru)

10. The 'restricted range' measures the absolute difference between the lower and upper means in the distribution of subnational enrolment ratios in a country. The lower mean is calculated as the unweighted mean of those ratios falling below the country's median; the upper mean is the unweighted mean of those falling above the median. In Guinea's thirty-eight districts, for example, NERs vary from 40% to 99%; the lower mean is 43.2 and the upper mean is 71.4. Thus, the restricted range is 28.2 (71.4 minus 43.2). See Sherman and Poirier (2007) for further details.

Figure 2.6: Subnational geographic disparities in net enrolment ratios, pre- and post-Dakar<sup>1</sup>



Notes: Countries are in ascending order of 2005 NER. Disparity is measured using the difference between the lower mean and upper mean of regional enrolment ratios in each country. For methodological issues, see source.

1. 'Pre-Dakar' refers to 1996–2000 and 'post-Dakar' to 2001–2006.

2. GERs were used to calculate the geographic disparity measure when NERs were not available for both years, except in Bangladesh and Zimbabwe, where GERs were used only for the post-Dakar period.

Source: Sherman and Poirier (2007).

and highest in those that are farthest from it (e.g. Eritrea, Ethiopia, Guinea, Mali, Nigeria, Senegal). However, stark contrasts can exist between countries with similar NERs. For example, while Ethiopia, Ghana, Mauritania, Nigeria, Pakistan and Senegal all have national NERs of about 70%, their values on the disparity index vary from more than 55 in Nigeria and Ethiopia (high disparity) to less than 22 in Mauritania and even down to 8 in Ghana.<sup>11</sup>

Among the twenty-five countries for which data are available, Argentina, Burkina Faso, Cambodia, Mali, Morocco, Mozambique, the United Republic of Tanzania and, to a lesser extent, Brazil, China, Indonesia and the Niger all reduced geographic disparity over time (Figure 2.6). By contrast, in Bangladesh, Benin, Colombia, Ethiopia, the Gambia, Guinea, India, Kenya, Mauritania, Zambia and Zimbabwe, subnational disparities grew. In Eritrea, the Philippines and Senegal, there was little change.

There is no clear association between the changing level of the NER and geographic disparities. NER increases have led to reduced geographic disparities in Brazil, Burkina Faso, Cambodia, Indonesia, Mali, Morocco, Mozambique, Niger and

the United Republic of Tanzania,<sup>12</sup> but to greater disparities in Bangladesh, Benin, Ethiopia, the Gambia, Guinea, India, Kenya, Mauritania and Zambia (Table 2.5).

### Other disparities: rural children, slum children, poor children and those with disabilities fare worst

Households in rural, remote or scattered communities, or those located great distances from urban population centres, tend to be poorer and more socially marginalized than other groups, with less access to good-quality basic education. Recent cross-national compilations of net attendance rates (NAR) from more than 100 household surveys in forty-six countries throw new light on rural/urban disparities (Education Policy and Data Center, 2007c; López et al., 2007). In thirty-two of the forty countries with the relevant survey data, net attendance rates in urban areas were found to be higher than those in rural areas, the rural/urban ratio being below 0.97. In seven other countries the rural and urban attendance rates were nearly at parity (between 0.98 and 1.02) and in Bangladesh the rural rate was higher than the urban one.<sup>13</sup> The extent of rural/urban disparity varies by country, from highly unequal instances such as

11. The relatively high disparity index for Ethiopia and Nigeria is partly due to regional enrolment figures being based on GERs, not NERs; see Figure 2.6 notes.

12. Of special note are Cambodia, Morocco, Mozambique and the United Republic of Tanzania, where NER levels increased by more than fifteen percentage points while the disparity index declined by more than seven points.

13. This is mainly due to the greater prevalence of over-age primary and secondary school attendance in rural areas. In Bangladesh, rural attendance rates were higher than the urban rates starting from age 10, which reflects the spread of alternative schools programmes, such as BRAC, to under-privileged children, especially girls.

**Table 2.5: Changes in country-level enrolment ratios and in educational geographic disparity, pre- to post-Dakar**

| Change in national NERs, 1999 to 2005 | Change in subnational geographic disparity, pre- to post-Dakar |                      |                              |
|---------------------------------------|--|----------------------|------------------------------|
|                                       | Reduced geographic disparity                                   | Little or no change  | Greater geographic disparity |
| <b>Increase</b>                       |  |                      |                              |
|                                       | Brazil   | Eritrea              | Bangladesh <sup>1</sup>      |
|                                       | Burkina Faso   | Philippines          | Benin                        |
|                                       | Cambodia   | Senegal <sup>1</sup> | Ethiopia <sup>1</sup>        |
|                                       | Indonesia  |                      | Gambia                       |
|                                       | Mali   |                      | Guinea                       |
|                                       | Morocco  |                      | India                        |
|                                       | Mozambique   |                      | Kenya <sup>1</sup>           |
|                                       | Niger  |                      | Mauritania <sup>1</sup>      |
|                                       | U. R. Tanzania   |                      | Zambia                       |
| <b>Little or no change</b>            |  |                      |                              |
|                                       | Argentina <sup>1</sup>   |                      | Zimbabwe <sup>1</sup>        |
|                                       | China <sup>1</sup>   |                      |                              |
| <b>Decrease</b>                       |  |                      |                              |
|                                       |  |                      | Colombia                     |

1. GERs were used to calculate the geographic disparity measure when NERs were not available for both years; in Bangladesh and Zimbabwe GERs were used only for the post-Dakar period.

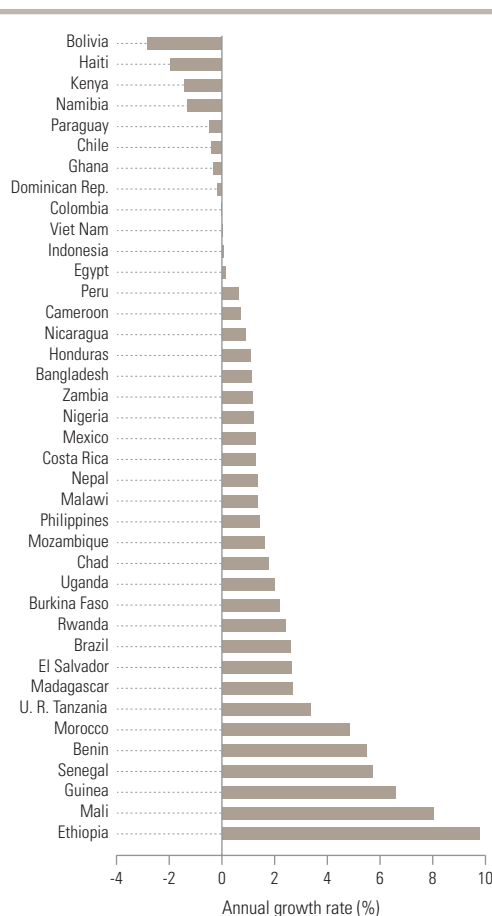
Sources: Annex, Statistical Table 5; Sherman and Poirier (2007); UIS database.

Burkina Faso (0.33), Ethiopia (0.43), Chad (0.54) and Haiti (0.66) to near parity in Brazil, Egypt and Paraguay.

A comparison of attendance figures from household surveys conducted in the 1990s and the 2000s indicates that in twenty-four of the thirty-nine countries with the data, rural/urban disparity in net attendance rates has decreased by more than 1% per year (Figure 2.7), most rapidly in Benin, Ethiopia, Guinea, Mali, Morocco, Senegal and the United Republic of Tanzania. By contrast, in Bolivia, Haiti, Kenya and Namibia the rural/urban ratio worsened over time, either because rural attendance rates rose more slowly than urban rates, or because rural attendance rates declined while urban rates increased (the case of Namibia). In the remaining eleven countries there was little change in rural/urban disparities.

### Slums

Not all children who grow up in cities benefit from an 'urban advantage' in education (UN-HABITAT, 2006). In many contexts, the educational participation and completion rates of children living in slums, or belonging to poor families living in non-slum urban areas, are considerably lower than

**Figure 2.7: Average annual change in the rural/urban ratio of net attendance rates for thirty-nine countries**

Note: Changes in national rural/urban ratios are expressed as average annual compound growth rates.

Sources: Education Policy and Data Center (2007c); López et al. (2007).

those of other urban children. This is particularly the case in many African cities, where primary school enrolments are increasing. In eastern and southern Africa, for example, the most significant progress in school enrolment in the late 1990s occurred in rural areas, leaving many poor urban families behind. UN-HABITAT analyses of urban survey data found that NERs in the United Republic of Tanzania increased in both rural and non-slum urban areas, but decreased in slum areas. Similar developments have been reported in Zambia and Zimbabwe, as well as in Brazil and Guatemala.

### Household poverty

Poverty significantly reduces the likelihood of school participation (Smits et al., 2007). In many countries, children from poor households, whether urban or rural, attend school less than children

**Poverty significantly reduces the likelihood of school participation**

from more affluent homes. In nine of twenty countries with household survey data (Burkina Faso, Cameroon, Ethiopia, Ghana, Kenya, Malawi, Mozambique, the Philippines and Viet Nam) there is a strong negative correlation, -0.4 or above, between household poverty and the primary school attendance rate in both rural and urban regions (Figure 2.8). In Chad, Madagascar, Morocco, Nigeria, Peru and the United Republic of Tanzania the association is strong in rural regions but not in urban ones. In Bangladesh, Egypt, Indonesia, Rwanda and Senegal, however, the association is weak in rural regions – and sometimes also in urban ones.

### Ethnicity

In some countries, ethnicity remains an important barrier to education. A recent analysis comparing rates of primary and secondary educational attainment<sup>14</sup> among young adults in ten Latin American countries revealed significant disparities between indigenous and non-indigenous populations at the primary level in six of them (Bolivia, Ecuador, Guatemala, Nicaragua, Panama and Paraguay) and small differences in the remaining four: Brazil, Chile, Cuba and Peru.

In Guatemala, Nicaragua and Panama, where the gaps were most marked, the primary educational attainment rates among young indigenous adults were twenty to thirty percentage points lower than for non-indigenous adults. In fact, less than half of indigenous 15- to 19-year-olds attained primary education.

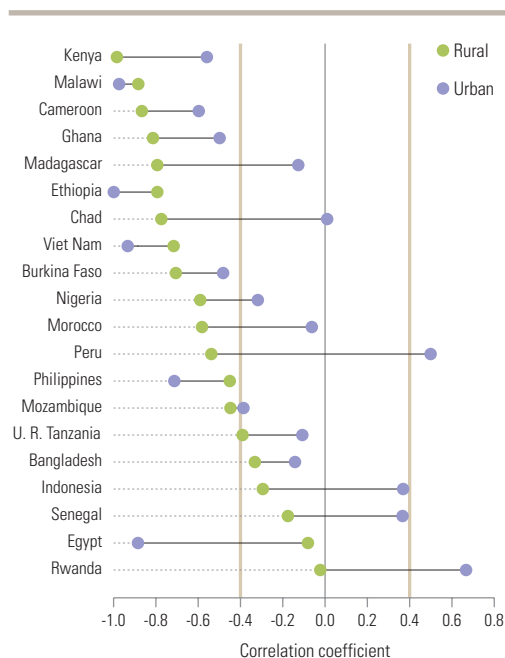
At the secondary level, significant ethnicity-based disparities exist in all countries, except in Cuba where the disparity is limited to the upper secondary level. Overall, disparities between indigenous and non-indigenous populations were more marked than those between males and females or between areas of residence (UNESCO-OREALC, 2007).

### Disabled children

Disabled children are much less likely to attend school than others. Table 2.6 shows the proportions of children aged 6–11 with and without physical disabilities who were not attending school, in seven countries for various years. On average across these countries, a disabled child is half as likely to be in school as a child without disability.

There are, however, considerable differences among countries, with relatively small variations in Mozambique and Mongolia, and a large variation in Indonesia. In a set of three more recent studies, for Malawi, Zambia and Zimbabwe, the chances of a disabled child not being in school are two to three times greater than for a child who is not disabled (Eide and Loeb, 2006; Eide et al., 2003; Loeb and Eide, 2004).

**Figure 2.8: Strength and direction of the association between the prevalence of poor households and primary net attendance rates, post-Dakar period**



14. Rates of primary educational attainment were estimated for 15- to 19-year-olds, based on the ISCED definitions.

Source: Education Policy and Data Center (2007c).

**Table 2.6: Percentages of children with and without disabilities not attending school in seven countries (various years)**

| Country, year of survey | With disabilities | Without disabilities | Difference (percentage points) |
|-------------------------|-------------------|----------------------|--------------------------------|
|                         | (%)               | (%)                  |                                |
| Indonesia, 2003         | 70.8              | 11.5                 | 59.3                           |
| Cambodia, 2000          | 62.2              | 33.2                 | 29.0                           |
| Jamaica, 1998           | 29.4              | 0.6                  | 28.8                           |
| Burundi, 2000           | 85.4              | 62.8                 | 22.6                           |
| Romania, 1996           | 42.3              | 20.8                 | 21.5                           |
| Mongolia, 2000          | 59.0              | 42.0                 | 17.0                           |
| Mozambique, 1996        | 65.8              | 50.2                 | 15.0                           |

Note: The data are taken from household surveys that use different definitions of disability.

Source: Filmer (2005).

Which of these educational deficits are most salient? Recent evidence from Latin America and the Caribbean compares the range of educational disparities by gender, ethnicity, residence, and degree of economic inequality and poverty (UNESCO-OREALC, 2007). At the primary level the median disparity index is greatest along the economic dimensions, followed by residence, ethnicity and gender. At the lower secondary level the median disparity index is greater than at the primary level, but the relative importance of the different dimensions remains the same. Moreover, in many countries these dimensions overlap – for example, indigenous populations living in poorer households in rural communities.

### A sharp drop since Dakar in the number of out-of-school children

The total number of primary-school-age children not in primary or secondary school in 2005 worldwide was around 72 million, a sharp drop from 96 million in 1999 (Table 2.7). The number of out-of-school children fell most dramatically in South and West Asia (from 31 million to 17 million), and sub-Saharan Africa (42 million to 33 million). Thus, for these two regions combined, the number of children not in school fell from 74 million to 50 million over six years, but they still account for 24% and 45%, respectively, of all out-of-school

children. The share of girls among out-of-school children fell slightly between 1999 and 2005, from 59% to 57%. A marked contrast emerges here: in sub-Saharan Africa girls accounted for only 54% of out-of-school children in 2005, compared with South and West Asia at 66%, and the Arab States at 60%. In regions with very high enrolment ratios, such as Latin America, and North America and Western Europe, non-enrolment has different causes and boys comprise a majority of out-of-school children.

The decrease in the number of out-of-school children has accelerated in recent years: it fell by 5.2 million (5%) between 1999 and 2002, but by 19.2 million (21%) between 2002 and 2005 (Table 2.8).

A global momentum has developed. Much now depends on a few countries: India, Nigeria and Pakistan account for 27% of the world's out-of-

The decrease in the number of out-of-school children has accelerated in recent years

**Table 2.8: Estimated number of out-of-school children worldwide, 1999 to 2005 (thousands)**

| 1999   | 2000   | 2001   | 2002   | 2003   | 2004   | 2005   |
|--------|--------|--------|--------|--------|--------|--------|
| 96 459 | 92 998 | 90 524 | 91 295 | 84 977 | 74 503 | 72 124 |

Sources: 1999 and 2005 from annex, Statistical Table 5; other years from UIS database.

**Table 2.7: Estimated number of out-of-school children by region, 1999 and 2005**

|                                  | 1999           |                |             | 2005           |                |             |
|----------------------------------|----------------|----------------|-------------|----------------|----------------|-------------|
|                                  | Total<br>(000) | % by<br>region | %<br>female | Total<br>(000) | % by<br>region | %<br>female |
| World                            | 96 459         | 100.0          | 58.7        | 72 124         | 100.0          | 56.8        |
| Developing countries             | 92 534         | 95.9           | 59.1        | 68 825         | 95.4           | 57.3        |
| Developed countries              | 1 886          | 2.0            | 49.0        | 2 270          | 3.1            | 44.7        |
| Countries in transition          | 2 039          | 2.1            | 51.0        | 1 029          | 1.4            | 49.4        |
| Sub-Saharan Africa               | 42 423         | 44.0           | 53.2        | 32 774         | 45.4           | 54.3        |
| Arab States                      | 7 720          | 8.0            | 59.4        | 6 122          | 8.5            | 59.7        |
| Central Asia                     | 490            | 0.5            | 52.0        | 381            | 0.5            | 51.7        |
| East Asia and the Pacific        | 6 824          | 7.1            | 50.5        | 9 524          | 13.2           | 52.0        |
| East Asia                        | 6 377          | 6.6            | 50.5        | 9 189          | 12.7           | 51.9        |
| Pacific                          | 447            | 0.5            | 49.9        | 335            | 0.5            | 55.5        |
| South and West Asia              | 31 434         | 32.6           | 69.0        | 17 092         | 23.7           | 66.3        |
| Latin America and the Caribbean  | 3 595          | 3.7            | 54.3        | 2 433          | 3.4            | 49.0        |
| Caribbean                        | 435            | 0.5            | 51.5        | 449            | 0.6            | 52.8        |
| Latin America                    | 3 160          | 3.3            | 54.7        | 1 983          | 2.7            | 48.1        |
| North America and Western Europe | 1 465          | 1.5            | 49.1        | 1 898          | 2.6            | 44.6        |
| Central and Eastern Europe       | 2 508          | 2.6            | 56.7        | 1 901          | 2.6            | 53.1        |

Source: Annex, Statistical Table 5.

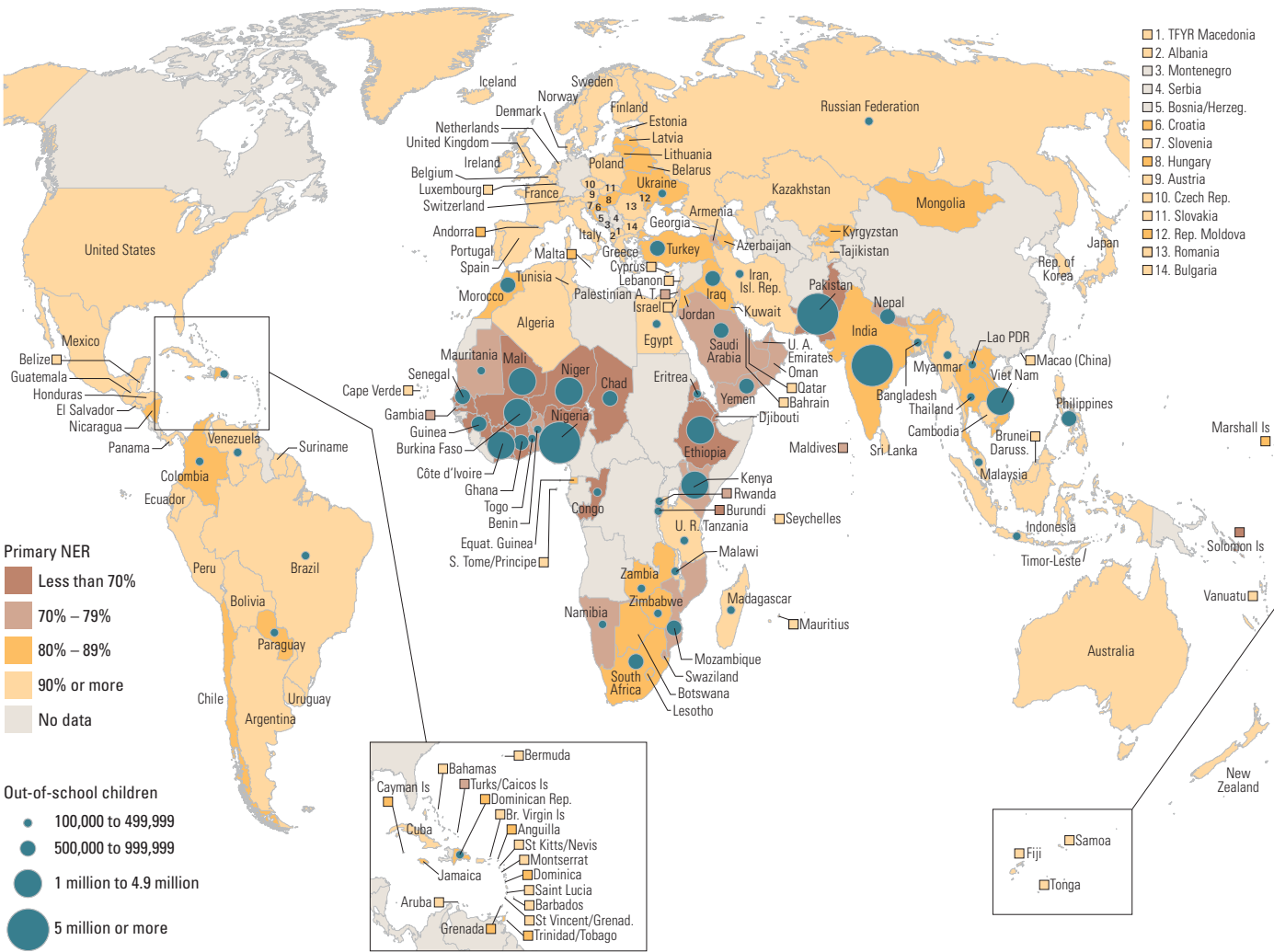


15. Afghanistan, Angola, Burundi, Cambodia, the Central African Republic, Chad, the Comoros, the Congo, Côte d'Ivoire, the Democratic Republic of the Congo, Djibouti, Eritrea, the Gambia, Guinea, Guinea-Bissau, Haiti, Kiribati, the Lao People's Democratic Republic, Liberia, Myanmar, the Niger, Nigeria, Papua New Guinea, Sao Tome and Principe, Sierra Leone, Solomon Islands, Somalia, Sudan, Tajikistan, Timor-Leste, Togo, Tonga, Uzbekistan, Vanuatu and Zimbabwe (OECD, 2006c).

school children; including the other seven countries with more than 1 million out-of-school children (Côte d'Ivoire, Burkina Faso, Ethiopia, Kenya, Mali, the Niger and Viet Nam) raises the proportion to 40% (Map 2.2; Table 2.9). Moreover, the thirty-five 'fragile states' identified by the OECD<sup>15</sup> accounted for roughly 37% of all out-of-school children in 2005. Providing places in primary schools for these children will be particularly problematic. It is difficult to evaluate the situation in China, the most populous country in the world (Box 2.2).

Analyses of the age at which children begin school and the age range in each grade suggest that across all developing countries around 32% of those children of primary school age who are counted as being out of school may eventually enrol as late entrants and that a further 16% had initially enrolled but then left before reaching the 'official' age of completion (Bruneorth, 2007). In other words, more than half of out-of-school children have never been in school and may never enrol without additional incentives. The distribution of out-of-school children by educational experience varies by region, as Figure 2.9 shows.

Map 2.2: Primary education NER and out-of-school children, 2005



Note: See source table for detailed country notes.  
Source: Annex, Statistical Table 5.

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by UNESCO.  
Based on United Nations map.



**Table 2.9: Number of out-of-school children in selected countries,<sup>1</sup> 1999, 2002 and 2005**

|                 | Number of out-of-school children (000) |       |       |
|-----------------|--|-------|-------|
|                 | 1999                                   | 2002  | 2005  |
| Nigeria         | 7 189                                  | 6 707 | 6 584 |
| India           | ...                                    | ...   | 6 395 |
| Pakistan        | ...                                    | 7 972 | 6 303 |
| Ethiopia        | 4 962                                  | ...   | 2 666 |
| U. R. Tanzania  | 3 405                                  | 1 950 | 132   |
| Kenya           | 1 834                                  | 1 868 | 1 123 |
| Iran, Isl. Rep. | 1 666                                  | 1 076 | 307   |
| Mozambique      | 1 602                                  | 1 572 | 872   |
| Niger           | 1 393                                  | 1 381 | 1 371 |
| Yemen           | 1 334                                  | ...   | 861   |
| Ghana           | 1 330                                  | 1 307 | 990   |
| Côte d'Ivoire   | 1 254                                  | 1 144 | 1 223 |
| Burkina Faso    | 1 205                                  | 1 264 | 1 202 |
| Bangladesh      | 1 121                                  | ...   | 399   |
| Morocco         | 1 114                                  | 557   | 525   |
| Mali            | 1 113                                  | 1 089 | 1 113 |
| Myanmar         | 1 051                                  | 1 009 | 487   |
| Nepal           | 1 046                                  | ...   | 702   |
| Brazil          | 1 032                                  | 934   | 482   |
| Philippines     | 854                                    | 745   | 647   |
| Senegal         | 808                                    | 846   | 518   |
| Madagascar      | 785                                    | 765   | 188   |
| Zambia          | 760                                    | 737   | 228   |
| Saudi Arabia    | ...                                    | 760   | 793   |
| Guinea          | 709                                    | ...   | 501   |
| Chad            | 636                                    | ...   | 594   |
| Turkey          | ...                                    | 623   | 905   |
| Iraq            | 603                                    | ...   | 552   |
| Benin           | 585                                    | ...   | 270   |
| Viet Nam        | 393                                    | 634   | 1 007 |
| South Africa    | 171                                    | 446   | 569   |

Note: Estimates labelled 2002 and 2005 are for the closest available year.

1. Countries listed had more than 500,000 out-of-school children in 1999 or 2005. The list is not necessarily complete, since many countries do not provide sufficient information for detailed calculations. The necessary data are available for 101 countries for 1999 and for 122 countries for 2005. Countries with insufficient data include Afghanistan, Angola, Cameroon, the Democratic Republic of the Congo, Papua New Guinea, Serbia and Montenegro, Sierra Leone, Somalia, Sudan, Turkmenistan and Uganda, most of which are fragile states.

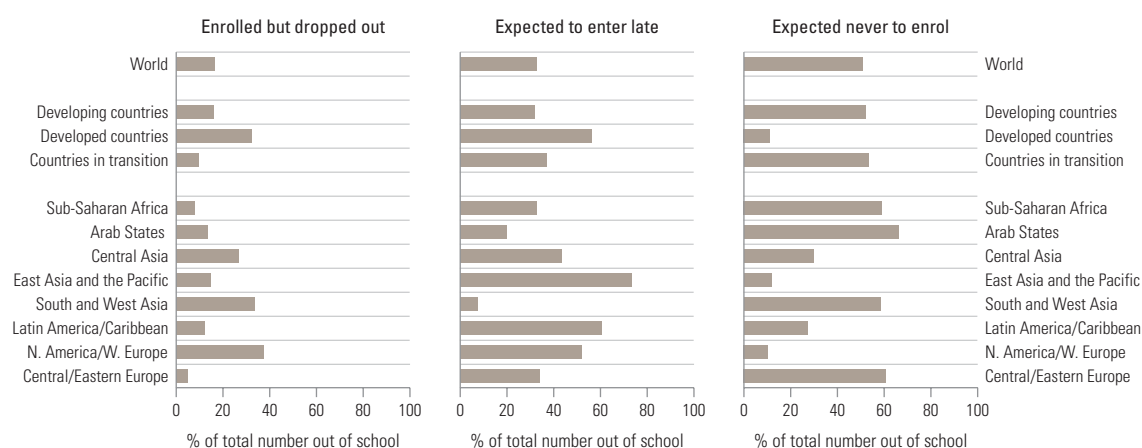
Source: Annex, Statistical Table 5.

### Box 2.2: China: population data issues pose a UPE monitoring challenge

China has the world's second largest population of primary-school-age children, but there is no internationally agreed figure for its primary NER; indeed, there is a large gap between the NER as calculated at the national level and that at the international level, mainly due to disputed population data. While there is much debate among education experts concerning the quality of the enrolment data, the accuracy of the population projections typically receives much less attention.

The size of China's primary-school-age population has been the subject of discussions within the country as well as among international data users such as the UIS and the United Nations Population Division (UNPD). The Chinese Ministry of Education creates its own population estimates and projections, which are used to calculate enrolment indicators and which are not necessarily the same as either those produced by the national statistical office or those from the UNPD. According to the Ministry of Education, the 2005 primary-school-age population was 90 million; UNPD projections indicate about 100 million. Given the magnitude of this gap, the UIS has suspended publication of the NER for China pending further review of the population data.

The UIS, in co-operation with the Chinese national authorities, has initiated discussions with the national agencies involved in producing population data, as well as with the UNPD, in order to develop a better understanding of the differing population estimates. The findings should help produce an internationally accepted measure of net enrolment in the near future.

**Figure 2.9: Distribution of out-of-school children by educational experience and region, 2005**

Source: Bruneforth (2007).

High levels of repetition are considered an indication of low quality of education

Overall, children are more likely to be out of school if they are from poor households, live in a rural area and/or have a mother with no schooling. Being a girl accentuates the probability of not being in school for each of these categories (UNESCO, 2006a).

### Primary school progression and completion

#### *Grade repetition: a persistent problem*

Grade repetition, seen by some educators as a remedy for slow learners, is criticized by others: advocates of automatic promotion cite studies showing that repetition does not necessarily

translate into better learning outcomes. In general, countries seek to reduce grade repetition not only for pedagogical reasons, but also because they consider it a waste of resources, as school places occupied by repeaters reduce the supply of school places for new entrants. High levels of repetition are also considered an indication of low quality of education, as they point to poor mastering of the curriculum by pupils; and pupils may drop out of school rather than repeat grades. (Box 2.3 discusses the relationship between grade repetition and dropout behaviour in Guatemala.) Thus, some countries officially apply a policy of automatic promotion, which is no panacea either without strong measures to support low achievers.<sup>16</sup>

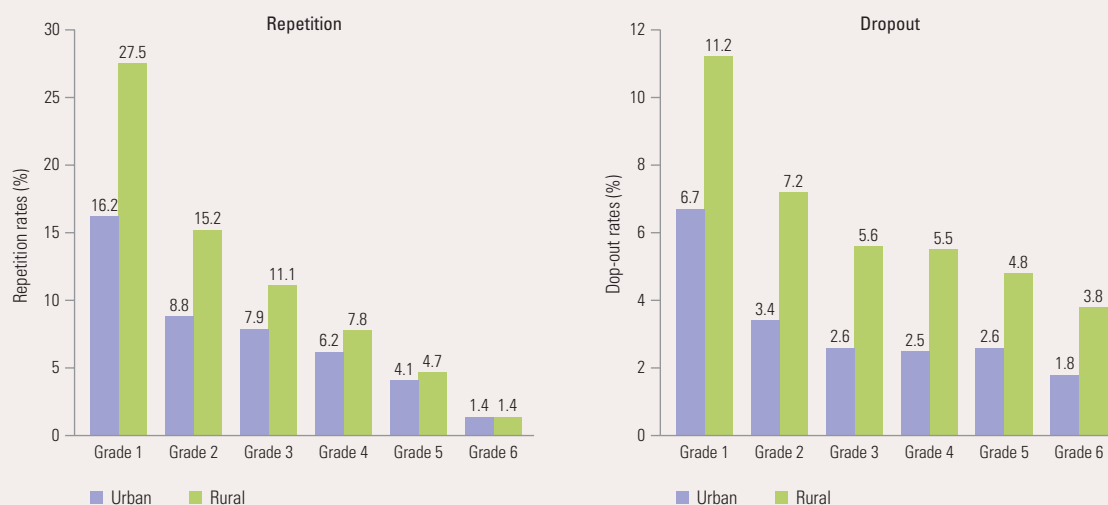
#### Box 2.3: Repetition and dropout in Guatemala

Repetition and dropout are considered the two components of 'wastage' in education, although many argue that years spent by pupils repeating grades are not necessarily wasted. In most developing regions, countries with the highest levels of dropout are also often those where repetition rates are highest. Both repetition and dropout affect different categories of the population unevenly. In Guatemala children repeat grades and drop out more in rural than in urban areas (Figure 2.10). Both repetition and dropout are highest in grade 1, perhaps as a result of scarce coverage and low quality of pre-primary education. The trend in dropout reveals the role of natural disasters, which particularly affect the most disadvantaged segments of the population, living mostly in rural areas.

Dropout decreased from 1992 to 1997, but the trend reversed abruptly in 1998 with Hurricane Mitch, when dropout rose by 0.8 percentage points in urban areas – and by 6.8 percentage points in rural areas.

An analysis of school survival in relation to income category, urban vs. rural residence, gender and ethnicity found the most significant disparities to be by socio-economic category and residence. For instance, children from families belonging to the 20% of the population with the highest income are 42% more likely to reach grade 6 than their peers belonging to the 20% of the population with the lowest income. The gap in the survival rate to grade 6 between urban and rural children is of the same order.

Figure 2.10: Repetition and dropout in primary education by grade and area of residence, Guatemala, 2005



Source: Porta and Laguna (2007a).

16. Countries applying automatic promotion include the Seychelles and Zimbabwe in sub-Saharan Africa; Malaysia and the Pacific island states of Kiribati, Marshall Islands, Niue, Tokelau and Tuvalu; the Caribbean countries of Barbados, Bermuda, and St Kitts and Nevis; and Denmark, the Netherlands and Norway in Western Europe. In addition, the percentage of repeaters is reported to be nil or negligible in the Bahamas, Iceland, Papua New Guinea, the Republic of Korea, the United Kingdom and Uzbekistan.

Repetition rates are highest in sub-Saharan Africa, where the median level of repeaters is 15%, followed by Latin America and the Caribbean, and South and West Asia at 5% each (see annex, Statistical Table 6). In about three in ten countries in sub-Saharan Africa, 20% of primary-school pupils are repeaters. Countries in this group include Cameroon, Chad, Comoros, the Congo, Equatorial Guinea, Malawi, Sao Tome and Principe, and Togo, as well as Burundi, the Central African Republic and Gabon with repetition of 30% or more. The situation is less dramatic in other regions; repeaters represent 20% of pupils in Brazil, Suriname and Nepal. Among developed countries the level of repetition reaches 10% only in Portugal.

In most regions the repetition rate is highest in grade 1, and might be reduced if more children attended ECCE programmes preparing them for the transition to formal primary schooling. After grade 1, repetition rates are highest in the last grade, due to examinations formally marking the completion of primary school. Grade 1 repeaters are particularly numerous in Latin America and the Caribbean (e.g. Brazil, 27%; Guatemala, 24%), but rates are also relatively high in some Asian countries (Cambodia, 24%; the Lao People's Democratic Republic, 34%; Nepal, 37%) and in sub-Saharan Africa (above 20% in Chad, Eritrea, Lesotho, Malawi, Sao Tome and Principe, and Togo, and above 30% in Burundi, Comoros and Gabon). In Burundi, fully 44% of pupils repeat the last primary grade. In the Arab States the highest grade 1 repetition rate is 16%, in Morocco, while Djibouti, Mauritania and Algeria have the highest repetition rates in the last grade, from 15% to 22% (see annex, Statistical Table 6).

Between 1999 and 2005 repetition decreased in two-thirds of the countries with the relevant data, and increased or remained unchanged in the other third. In some cases, targeted measures facilitated the reduction. In Mozambique, a new basic education curriculum (grades 1 to 7) was introduced in 2004 to improve internal efficiency and reduce repetition; the incidence of repetition declined from 24% in 1999 to 10% in 2005. Other countries are gradually adopting policies of automatic promotion, such as Ethiopia, where repetition registered a decline from 11.4% in 1999 to 7% in 2006, a trend particularly pronounced for girls. The implementation of a semi-automatic promotion policy in Madagascar reduced the incidence of repetition from 28% in 1999 to 18% in 2005.

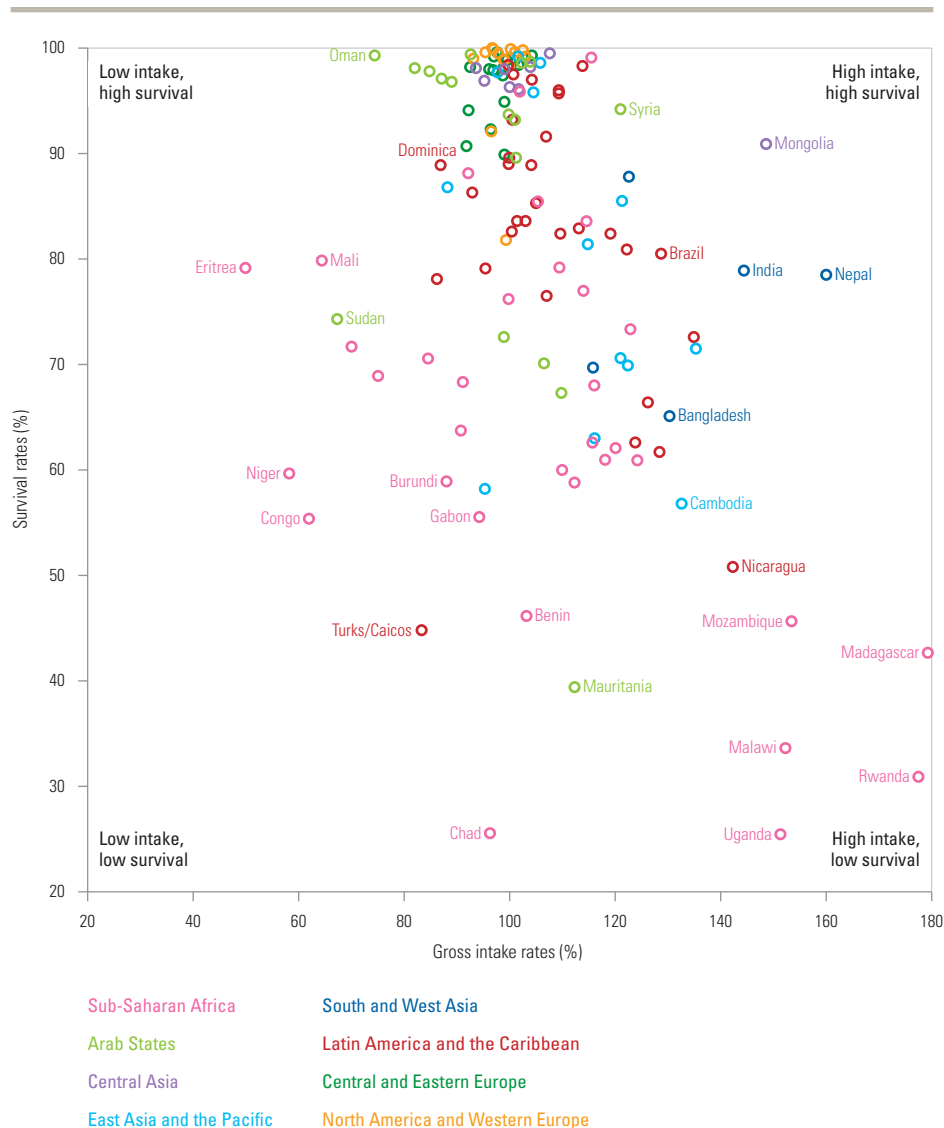
### ***School survival: not guaranteed in many countries***

A necessary pre-condition for reaching UPE is to have all children of school admission age entering school. While policies adopted since Dakar have brought about major progress in access to schooling, school systems have not always been able to retain the large flow of new entrants, making achievement of universal primary enrolment and completion difficult. Figure 2.11 shows the relationship across countries between gross intake rates and survival rates to the last grade. Countries with high gross intake rates into primary education and high school survival rates are clustered towards the upper right; they are mostly middle income countries in East Asia and the Pacific, and Latin America and the Caribbean. Developed and transition countries concentrate towards values of 100% for both GIR and survival rates. Countries with low intake and low survival (e.g. Burundi, Chad, the Congo, Gabon, the Niger, the Turks and Caicos Islands) are towards the lower left. Countries reporting high intake but low survival (e.g. Benin, Madagascar, Malawi, Mauritania, Mozambique, Nicaragua, Rwanda, Uganda) are concentrated towards the lower right. Finally, countries with low access to education and relatively high levels of school retention (e.g. Mali, Eritrea, Oman, Sudan) are grouped towards the upper left. Excessively high GIRs do not necessarily mean a positive situation; they often point to high proportions of over-age children, which indicate poor school efficiency. Some countries have high intake due to the introduction of free primary education, but experience a negative side-effect in terms of low survival. In Uganda, for example, which introduced free primary schooling in the 1990s, only 25% of primary school pupils reached the last grade in 2004.

**In Uganda, only 25% of primary school pupils reached the last grade in 2004**

Globally, the rate of survival to the last grade of primary education is below 87% in half the countries with available data for 2004 (Map 2.3 and annex, Statistical Table 7). Median values are lowest in sub-Saharan Africa (63%), followed by South and West Asia (79%). At the other end of the spectrum, Central and Eastern Europe, and North America and Western Europe both have median values above 98%. Medians above 90% are found in the Arab States (94%) and Central Asia (97%). The survival rate to the last grade is particularly low in Benin, Chad, Madagascar, Malawi, Mauritania, Mozambique, Rwanda and Uganda, where fewer than half of pupils reach the last grade.

Figure 2.11: Situation of countries in terms of access to schooling and survival



Note: Gross intake rates are for 2005, survival rates for 2004.

Sources: Annex, Statistical Tables 4 and 7.

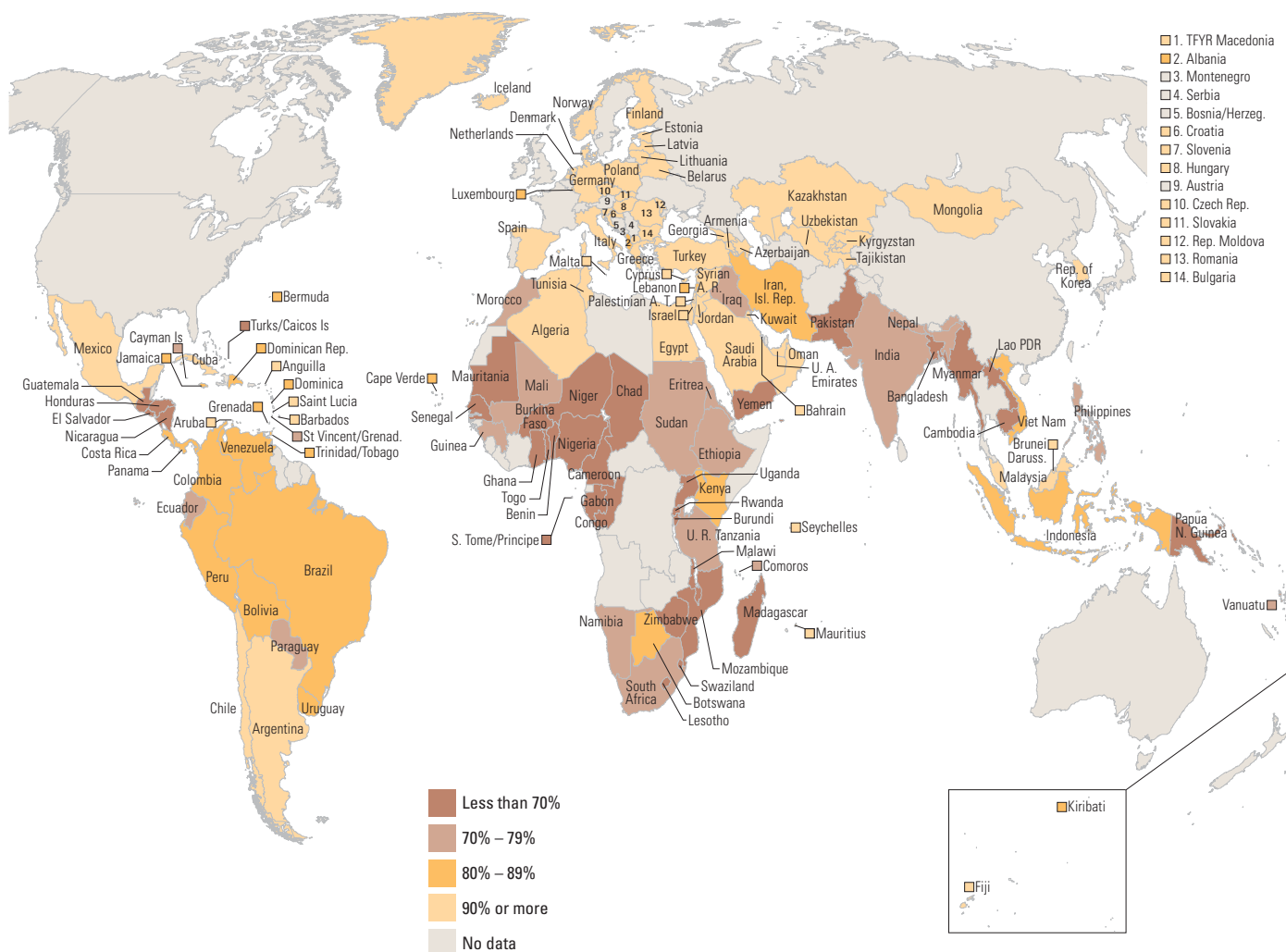
Survival to the last grade of primary education improved between 1999 and 2004 in most countries for which data are available. Progress has been particularly significant in Colombia, the Dominican Republic, Guatemala, India, Mali, Mozambique, Nepal and South Africa. The situation appears to have deteriorated in Cameroon, Chad, Eritrea, Madagascar, Mauritania and Yemen. In most of the latter group, the deterioration in survival is associated with improvement in NERs (see annex, Statistical Tables 5 and 7). Chad, Eritrea, Madagascar,

Mauritania and Yemen, for example, have found it difficult to expand enrolment and still retain pupils until the end of primary. Countries that have successfully increased both enrolment ratios and survival rates include Cambodia, Ethiopia, Guatemala, Mali, Mozambique and Nepal.

Not all pupils who reach the last grade of primary education complete it. Cohort completion rates<sup>17</sup> are lower than survival rates, quite significantly in some cases, as Figure 2.12 shows for the countries with data for both indicators. The most pronounced

17. The cohort completion rate, a proxy measure of school completion, focuses on children who have access to school, measuring how many successfully complete it. It is computed as the product of the percentage of graduates from primary school (number of graduates as a percentage of enrolment in the last grade) and the survival rate to the last grade.

Map 2.3: Survival rates to the last grade of primary education, 2004



Note: See source table for detailed country notes.

Source: Annex, Statistical Table 7.

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by UNESCO.

Based on United Nations map.

gaps (above twenty percentage points) are in Burundi, Brunei Darussalam, Grenada, Nepal, Niger, Pakistan and Senegal.

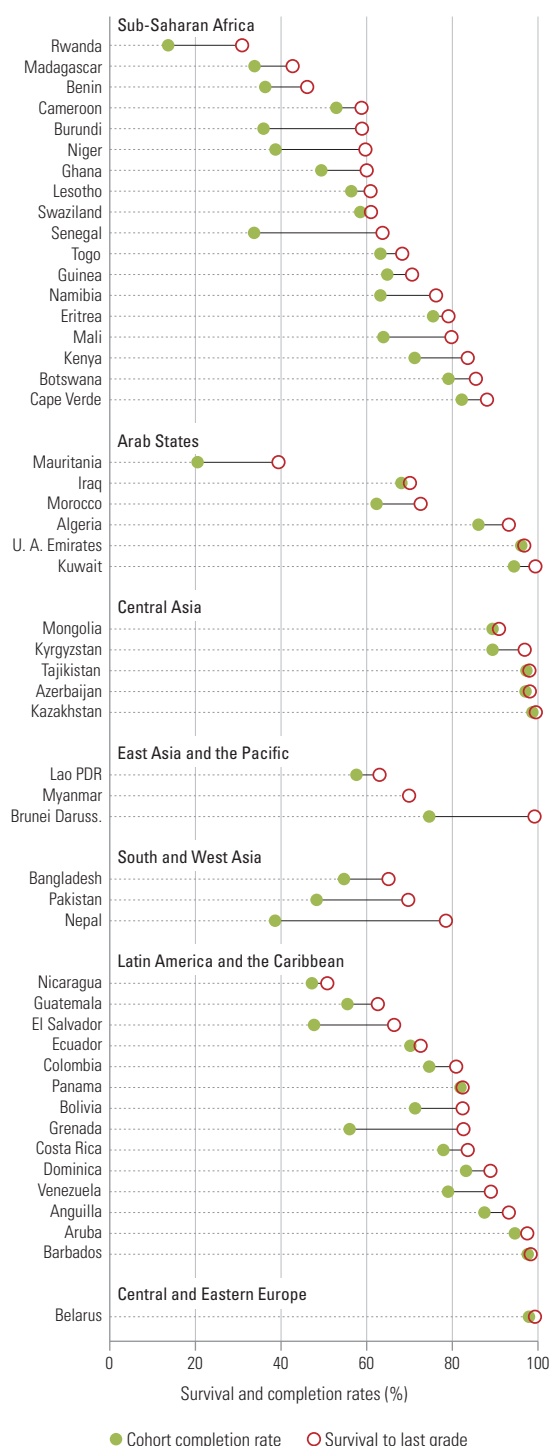
### Why are children dropping out school?

The reasons for dropout are multiple and complex, with the relative incidence of particular factors influenced by countries' situations and the level of educational development. Unsafe, overcrowded and poorly equipped schools with inadequately trained teachers contribute to student dropout. Even the best-equipped schools in many

developing countries may not be able to keep students from dropping out where economic hardship or poverty is the cause. The ultimate decision to leave school happens when personal, financial, home or employment problems coincide with children's lack of confidence in the school's ability to give them adequate support. This suggests that schools have the potential to act as powerful support mechanisms for students, enabling them to handle external difficulties without dropping out (Bella and Mputu, 2004; Davies, 1999).

**Economic hardship or poverty can cause school dropout**

**Figure 2.12: Survival rates to last grade and cohort completion rates, 2004**



Source: Annex, Statistical Table 7.

## Secondary education and beyond also contribute to EFA

While there is no Dakar goal pertaining to secondary and tertiary education per se, the expansion of educational opportunities beyond the primary level does belong to the Dakar agenda:

- Secondary and tertiary education are an explicit part of the Education for All and Millennium Development Goals concerning gender parity and equality.
- The expansion of primary education creates demand for post-primary education; expansion is also dependent on secondary and tertiary education for an adequate supply of teachers and on sufficient secondary school places to increase the incentive to complete primary school.
- Most governments today view the universalization of basic education,<sup>18</sup> rather than simply of primary education, as an important policy objective (see Chapter 1). In addition, three out of four countries in the world, accounting for 80% of children of secondary school age, include lower secondary in compulsory education (UNESCO-UNEVOC/UIS, 2006).
- As labour markets increasingly demand higher levels of skills, training and knowledge, access to secondary and tertiary education provides an important avenue for meeting the learning needs of young people and adults (EFA goal 3).
- The children of parents who have participated in secondary or tertiary education are more likely to attend ECCE, have higher learning outcomes and complete primary schooling.

## Secondary education is expanding and diversifying

Demand for and participation in secondary education are growing as more countries progress towards UPE. In 2005, some 512 million students were enrolled in secondary schools worldwide, an increase of more than 73 million (17%) since 1999.<sup>19</sup> This increase was driven by rises in sub-Saharan Africa (by 55%), South and West Asia (25%), the Arab States (25%) and East Asia (21%). Meanwhile, Central and Eastern Europe, Central Asia, the Pacific, and North America and Western Europe,

Demand for and participation in secondary education are growing as more countries progress towards UPE

18. Basic education as used here covers primary education (first stage) and lower secondary education (second stage).

19. Between 1991 and 1999 the global number of secondary-school students rose from 315 million to 439 million, an increase of 39%. Overall, then, the worldwide growth in secondary education has slowed somewhat since Dakar.



the regions with the highest enrolment ratios in secondary education, now have more secondary-than primary-school students.<sup>20</sup> The nature of secondary education is itself also changing rapidly as access expands (Box 2.4).

Worldwide, participation rates in secondary education have increased significantly since the early 1990s: the average secondary GER was 52% in 1991, 60% in 1999 and 66% in 2005 (Table 2.10). The average secondary NER increased from 53% in 1999 to 59% in 2005. Participation rates in secondary education increased in all regions, except Central Asia in 1991–99, a period of widespread ‘educational deterioration’ (Silova et al., 2007).

Regional disparities in participation rates at secondary level in 2005 are similar to those at primary level, albeit more pronounced. Countries in North America and Western Europe have almost achieved universal secondary education, with GERs above 100% on average and NERs exceeding 90%. Relatively high secondary NERs (over 80%) are found in Central and Eastern Europe and in Central Asia. Two-thirds or more of secondary-school-age young people are enrolled in secondary schools in Latin America and in East Asia and the Pacific.

Average secondary NERs are lower in the remaining regions, especially sub-Saharan Africa (25%).

Between 1991 and 2005, secondary GERs increased in 127 of the 147 countries with data (see annex, Statistical Table 12). Twenty-one countries experienced significant increases in their secondary GERs (more than thirty percentage points), including Australia, Brazil and Kuwait with rises of more than fifty percentage points.<sup>21</sup> Sixty countries (of 127 with data) experienced more rapid growth in the post-Dakar period than in the pre-Dakar period. Benin, Cambodia, Cameroon, Djibouti, Ethiopia, Guinea, Mozambique, the Syrian Arab Republic and Uganda have had average annual increases above 10% since 1999. For the sixty-seven countries that have experienced slower growth in the secondary GER since Dakar, the median annual growth rate was less than 1% per year.

### Lower and upper secondary education: distinct stages

Most countries distinguish between two stages of secondary education (UNESCO, 1997). Lower secondary education (ISCED level 2), often compulsory, seeks to maintain and deepen the

**Two-thirds or more of secondary-school-age young people are enrolled in secondary schools in Latin America and in East Asia and the Pacific**

#### Box 2.4: Diversification of secondary education reflects changing interests and social needs

As countries have expanded access to secondary education, they have also reorganized the structure and composition of secondary-level programmes of study. These changes go beyond distinctions between lower and upper secondary education, on the one hand, and between academic and technical/vocational enrolment, on the other. Recent analyses (Benavot, 2006; World Bank, 2005d) indicate that:

- Teacher-training programmes, which were prominent in secondary education in the 1960s and 1980s, are today found in only about 10% to 15% of countries. This reflects the upgrading and ‘professionalization’ of teacher-training programmes, which are increasingly delivered in post-secondary institutions (UNESCO-IBE, 2007b).
- Programmes devoted to religious or theological training were once relatively prominent; today only 6% of countries, mainly Arab States, offer such programmes.
- Only 14% of countries have specialized programmes in the fine arts or sports. In many cases such programmes have either been eliminated or integrated into academic secondary schooling.

- In academic secondary education, few countries today provide a distinctive programme in classical or semi-classical education (e.g. Latin, Greek). More prevalent are comprehensive or general tracks, on the one hand, and specialized tracks, on the other, especially those in mathematics and sciences and in the humanities and the social sciences.
- Especially in OECD countries, some secondary school graduates enrol in post-secondary, non-tertiary programmes (ISCED level 4) that prepare them for specific jobs or occupations in the labour market. Such programmes, which typically last less than two years, have low enrolment levels (see annex, Statistical Table 8). ISCED 4 enrolments are relatively higher in very few countries – mainly Caribbean states having no tertiary institutions, but also Ireland, Kazakhstan and Seychelles.

The expansion of secondary education is thus resulting in greater programmatic and curricular diversification. Countries are redefining the ways in which secondary education addresses increasingly diverse pupil interests and societal needs.

20. Changing cohort sizes, due to differential fertility rates, is an important factor in this shift.

21. The other eighteen countries are Belize, Botswana, Cape Verde, Costa Rica, El Salvador, Honduras, Macao (China), Mauritius, New Zealand, Oman, Paraguay, Portugal, Samoa, Saudi Arabia, Thailand, Tunisia, Venezuela and Viet Nam.

**Table 2.10: Enrolment ratios in secondary education by region, 1991, 1999 and 2005**

|                                  | Gross enrolment ratios (%) |      |      | Net enrolment ratios (%) |      |
|----------------------------------|----------------------------|------|------|--------------------------|------|
|                                  | School year ending in      |      |      | School year ending in    |      |
|                                  | 1991                       | 1999 | 2005 | 1999                     | 2005 |
| World                            | 52                         | 60   | 66   | 53                       | 59   |
| Developing countries             | 42                         | 53   | 60   | 46                       | 53   |
| Developed countries              | 93                         | 100  | 102  | 89                       | 92   |
| Countries in transition          | 95                         | 91   | 91   | 84                       | 82   |
| Sub-Saharan Africa               | 22                         | 24   | 32   | 19                       | 26   |
| Arab States                      | 51                         | 60   | 68   | 52                       | 58   |
| Central Asia                     | 98                         | 86   | 90   | 81                       | 84   |
| East Asia and the Pacific        | 50                         | 64   | 74   | 61                       | 70   |
| East Asia                        | 50                         | 64   | 73   | 61                       | 70   |
| Pacific                          | 66                         | 107  | 105  | 68                       | 69   |
| South and West Asia              | 41                         | 46   | 53   | 40                       | 46   |
| Latin America and the Caribbean  | 51                         | 80   | 88   | 59                       | 68   |
| Caribbean                        | 43                         | 54   | 58   | 45                       | 42   |
| Latin America                    | 51                         | 81   | 89   | 59                       | 69   |
| North America and Western Europe | 94                         | 101  | 102  | 89                       | 92   |
| Central and Eastern Europe       | 81                         | 87   | 89   | 80                       | 81   |

Sources: UIS database; annex, Statistical Table 8.

**TVET programmes and enrolments are considerably more prominent at the upper secondary level than lower secondary**

educational aims of primary schooling. In some countries it is provided in the same institutions and taught by the same teachers as primary education; in others it is institutionally distinct from primary education and shares more in common with upper secondary education (UIS, 2005). The onset of upper secondary education (ISCED level 3) typically marks the end of compulsory schooling, consists of diverse structures, tracks and programmes, and features a more specialized teaching staff.

Worldwide in 2005, the GER in lower secondary was 79%, much higher than the ratio of 53% in upper secondary (Table 2.11). Differing participation rates between the two levels were especially prominent in East Asia and the Pacific, Latin America and the Caribbean, and the Arab States. By contrast, in North America and Western Europe and in Central and Eastern Europe participation is very similar throughout all of secondary education.

### Expanded access to basic education

Of the 203 countries and territories covered in the statistical annex, 192 reported having laws or statutes making education compulsory (see annex, Statistical Table 4). In about three-quarters of them, compulsory education includes lower secondary, which implies an official intention to universalize participation in basic education (see Chapter 1).

In all developed countries, in all countries in transition and in 80% of countries in Latin America and the Caribbean<sup>22</sup> and in East Asia and the Pacific, lower secondary education is indeed compulsory and participation levels are high: GERs were above 90% in 2005. In 75% of the Arab States, lower secondary education is now compulsory but average participation levels, while increasing, are far from universal at 81%. In South and West Asia and in sub-Saharan Africa, where lower secondary education is compulsory in less than 40% of countries, participation levels are considerably lower (66% and 38%, respectively).

### Technical and vocational education: an alternative stream within secondary education

Secondary education often includes technical and vocational education and training (TVET) as well as general or academically oriented programmes. In fact, of the more than 512 million students enrolled in secondary schools worldwide in 2005, one in ten was enrolled in secondary-level TVET programmes. The percentage has declined very slightly since 1999 (see annex, Statistical Table 8). The relative share of secondary-level TVET enrolments is highest in the Pacific (32%), Central and Eastern Europe (19%), and North America and Western Europe (15%) and lowest in South and West Asia (2%), the Caribbean (3%), Central Asia (6%) and sub-Saharan Africa (6%).

TVET programmes and enrolments are considerably more prominent at the upper secondary level than lower secondary. Of the 174 countries with available data, 71% report no TVET enrolments in lower secondary education. At the upper secondary level, however, of the 165 countries with available data, 82% report TVET enrolments. In most countries the share of TVET enrolments in upper secondary education was considerably higher than in lower secondary education (UNESCO-UNEVOC/UIS, 2006).

In general, countries' provision of TVET programmes varies greatly in relation to ISCED level, coverage and students' educational options upon programme completion. 'Patterns of provision are strongly related to cultural institutions, colonial history and geographical proximity: Anglophone countries tend to locate TVET programmes in post-secondary, non-tertiary institutions (ISCED 4), which is infrequent in Latin America. In Belgium,

22. The average GER in lower secondary education for Caribbean countries is 75%, considerably lower than the average for Latin America (100%).

Netherlands and former Dutch colonies, TVET programmes are found at ISCED level 2' (UNESCO-UNEVOC/UIS, 2006). In addition, trained vocational students were once channelled directly into the labour market, but today many graduates of TVET programmes opt to sit for national matriculation exams or enter post-secondary institutions.

### Tertiary enrolment: rising worldwide but still very limited

Worldwide, some 138 million students were enrolled in tertiary education in 2005, about 45 million more than in 1999. The vast majority of new places in tertiary institutions were created in large developing countries such as Brazil, China, India and Nigeria, where the combined total of tertiary students rose from 47 million in 1999 to 80 million in 2005 (see annex, Statistical Table 9). Participation rates in higher education were on the rise between 1999 and 2005 in about 90% of the 119 countries for which data are available. Increases of more than ten percentage points were observed in more than forty countries, mostly developed and middle income countries and those in transition. However, large increases of more than twenty-five percentage points were also recorded in several developing countries, including Cuba and the Republic of Korea.

Despite the continuing expansion of tertiary education worldwide since 1999, a relatively small share of the relevant age group has access to this level. The world tertiary GER was around 24% in 2005, but participation varies substantially by region, from 5% in sub-Saharan Africa to 70% in North America and Western Europe (Table 2.12).

### Are the learning needs of young people and adults being met?

*Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes*

The main strategy used for meeting the learning needs of young people and adults has been to expand formal secondary and tertiary education, as analysed above. However, skill acquisition through informal means and in non-formal settings is common, especially among school leavers and

**Table 2.11: GERs in lower and upper secondary education by region, 1999 and 2005**

|                                  | Gross enrolment ratios (%) |      |                       |      |
|----------------------------------|----------------------------|------|-----------------------|------|
|                                  | Lower secondary            |      | Upper secondary       |      |
|                                  | School year ending in      |      | School year ending in |      |
|                                  | 1999                       | 2005 | 1999                  | 2005 |
| World                            | 72                         | 79   | 47                    | 53   |
| Developing countries             | 66                         | 75   | 38                    | 46   |
| Developed countries              | 102                        | 104  | 98                    | 99   |
| Countries in transition          | 92                         | 91   | 87                    | 89   |
| Sub-Saharan Africa               | 28                         | 38   | 19                    | 24   |
| Arab States                      | 73                         | 81   | 46                    | 55   |
| Central Asia                     | 90                         | 95   | 77                    | 76   |
| East Asia and the Pacific        | 80                         | 93   | 46                    | 55   |
| East Asia                        | 80                         | 93   | 45                    | 54   |
| Pacific                          | 89                         | 89   | 139                   | 132  |
| South and West Asia              | 59                         | 66   | 34                    | 41   |
| Latin America and the Caribbean  | 95                         | 100  | 62                    | 73   |
| Caribbean                        | 67                         | 75   | 40                    | 43   |
| Latin America                    | 96                         | 101  | 63                    | 74   |
| North America and Western Europe | 103                        | 105  | 98                    | 99   |
| Central and Eastern Europe       | 92                         | 91   | 81                    | 87   |

Source: Annex, Statistical Table 8.

**Table 2.12: Tertiary gross enrolment ratios by region, 1999 and 2005**

|                                  | Gross enrolment ratios (%) |      |
|----------------------------------|----------------------------|------|
|                                  | School year ending in      |      |
|                                  | 1999                       | 2005 |
| World                            | 18.3                       | 24.3 |
| Developing countries             | 12.4                       | 16.8 |
| Developed countries              | 50.5                       | 66.1 |
| Countries in transition          | 37.5                       | 56.5 |
| Sub-Saharan Africa               | 4.4                        | 5.1  |
| Arab States                      | 21.7                       | 21.4 |
| Central Asia                     | 20.1                       | 26.5 |
| East Asia and the Pacific        | 15.6                       | 23.8 |
| East Asia                        | 15.2                       | 23.4 |
| Pacific                          | 41.3                       | 50.3 |
| South and West Asia              | 9.2                        | 10.5 |
| Latin America and the Caribbean  | 20.2                       | 29.2 |
| Caribbean                        | 4.8                        | 6.5  |
| Latin America                    | 20.6                       | 30.0 |
| North America and Western Europe | 54.8                       | 70.1 |
| Central and Eastern Europe       | 36.0                       | 57.0 |

Source: Annex, Statistical Table 9.

disadvantaged groups. It can be facilitated by the implementation of non-formal education programmes supplementing the formal school system, which 'may cover education programmes to impart adult literacy, basic education for out-of-

school children, life skills, work skills and general culture' (UNESCO, 1997). Policy initiatives relevant to the EFA goal remain difficult to monitor, however (Box 2.5).

### Provision of non-formal education: responding to diverse circumstances

Non-formal education programmes are extremely diverse and may differ in terms of objectives, target groups, content, pedagogy and scale. Providers are also very diverse. At least seventeen different ministries and national bodies are involved in Bangladesh, the same number in India and at least

nine each in Brazil, Egypt, Indonesia, Namibia and Thailand, not to mention non-government organizations (NGOs) and local communities with small-scale programmes about which few data are readily available.

Large-scale literacy programmes, often extending to life skills (health, civic rights), livelihoods (income generation, farming) and/or equivalency education, and supported by international NGOs and bilateral and multilateral agencies, are common, especially in poor countries including Afghanistan, Ethiopia, Nepal and Senegal.

Equivalency or 'second chance' programmes are a commonly used strategy to provide learning opportunities for young people. Countries including Brazil, Cambodia, Egypt, India, Indonesia, Mexico, the Philippines, Thailand and Viet Nam have pursued a combination of several 'levels' of equivalency programmes, including equivalencies to primary, secondary and sometimes tertiary education. Literacy programmes may also be linked to these structures. India's National Institute of Open Schooling is among the largest distance learning systems in the world. It has 249 centres for 'basic education', 917 vocational study centres and 1,805 academic study centres.

Other national programmes focus on skill development in the informal economy, as in China, Egypt, Ghana, South Africa and Viet Nam. These programmes are typically managed not by ministries of education but by those in charge of economic development and employment. India's Ministry of Labour and Employment, for example, recently developed a new framework for skills development targeted at out-of-school youth and informal sector workers. Programmes focusing on rural development are found and run in cooperation with ministries of agriculture in Brazil, Burkina Faso, China, Ethiopia, India, Nepal, the Philippines and Thailand. China had trained more than 500,000 people by 2005 through its national 'Training Young Farmers for the 21st Century' programme, launched in 1999 (Yonggong and He, 2006).

Non-formal education programmes are often linked with community development. In Thailand, 8,057 community learning centres had been established in 7,232 subdistricts by 2006. They provide a wide range of structured learning activities determined by community needs.

#### Box 2.5: EFA goal 3: the hardest to define and monitor

The third EFA goal is to ensure 'that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes'. The Expanded Commentary to the Dakar Framework for Action elaborates: 'All young people should be given the opportunity for ongoing education. For those who drop out of school or complete school without acquiring the literacy, numeracy and life skills they need, there must be a range of options for continuing their learning. Such opportunities should be both meaningful and relevant to their environment and needs, help them to become active agents in shaping their future and develop useful work-related skills' (UNESCO, 2000a, para. 36). Goal 4 makes similar statements in relation to adult education. These statements suggest that the 'learning needs' of young people and adults are not just about 'basic competencies' but refer to a broader conception of learning that is 'life-wide' and 'life-long' (Hoppers, 2007).

Monitoring the third EFA goal continues to be a major challenge:

- It gives no quantitative target for what should be achieved.
- There is a lack of a common understanding of which learning activities are included.
- Very few comparable and international indicators are available to indicate the extent to which young people's and adults' learning needs are being met.

The 2007 *EFA Global Monitoring Report* provided an initial conceptualization of EFA goal 3 by suggesting a special focus on non-formal education. However, given the diverse and often fragmented nature of non-formal education programmes, an array of quantitative and qualitative tools is needed to monitor them. The present Report draws on work conducted with a number of non-formal education experts to prepare thirty country profiles compiling qualitative data on the provision of non-formal education.\*

\* These country profiles are accessible on the Report website ([www.efareport.unesco.org](http://www.efareport.unesco.org)).

Community learning centre activities in Bangladesh, China, Indonesia and the Philippines include literacy classes, continuing education and skills training as the most frequently provided programmes (UNESCO-Bangkok, 2007b).

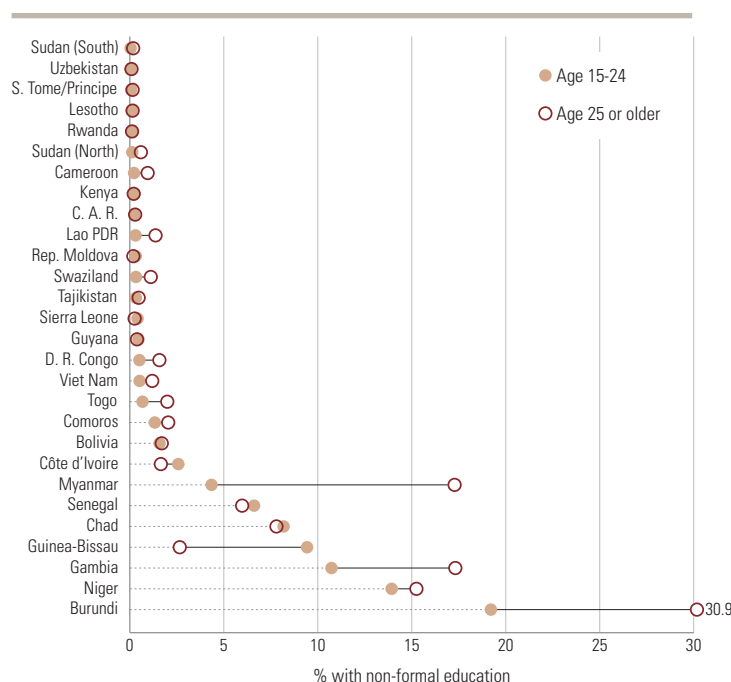
### For some, non-formal education offers an alternative path

While few national data on enrolment in non-formal education exist, information can be obtained from household surveys such as the second Multiple Indicator Cluster Surveys (MICS2), carried out in 2000. In twenty-eight of the sixty-five surveyed countries, respondents were asked if their highest educational attainment level was obtained through a 'non-standard curriculum' (such as religious education outside the formal education system) or non-formal education (such as literacy). Figure 2.13 compares the responses of youth and adults.<sup>23</sup> In twenty of these twenty-eight countries, the proportions are under 1%. In the remaining countries (Burundi, Chad, Côte d'Ivoire, the Gambia, Guinea-Bissau, Myanmar, the Niger and Senegal), the proportions exceed 1%, rising as high as 20% among youth and 31% among adults in Burundi. Myanmar is another example of a country where the gap in the proportion of youth and adults with the highest educational attainment level reached in non-formal education was striking (4% and 18 %, respectively).

Within countries, the following patterns emerge:

- Among both adults and youth, more men than women reached their highest level of educational attainment in a non-standard curriculum, with particularly large disparities in Chad (eight percentage points) and the Niger (twelve).
- Highest educational attainment in non-standard curricula is more widespread in rural than in urban areas in Burundi, Chad, the Gambia, the Niger and Senegal.
- In each country except Guinea-Bissau, respondents from households in the lowest wealth quintile are more likely to declare having reached their highest educational attainment in a non-standard curriculum: 9% of respondents in that quintile do so in Myanmar, ranging up to as high as 22% in Burundi (Education Policy and Data Center, 2007b).

**Figure 2.13: Proportion of youth and adults whose reported highest educational attainment level was achieved in non-formal education, 2000**



Note: Refers to respondents with highest educational attainment level in non-standard curriculum.  
Source: Education Policy and Data Center (2007b).

Data from other sources confirm the limited access of youth and adults to continuing or non-formal education opportunities. A recent study based on data from household surveys and censuses for seventeen countries in Latin America shows that less than 10% of young adults (aged 20 to 39) who have not completed upper secondary education attend some kind of educational programmes.<sup>24</sup> Attendance rates were relatively higher in Brazil, Costa Rica and the Dominican Republic and lower in Chile, Colombia and Peru (UNESCO-OREALC, 2007).

### Needed: improved monitoring of non-formal education

The EFA agenda calls for a comprehensive approach to learning in which non-formal education is an essential and integrated part. While a great variety of structured learning activities for youth and adults take place outside formal education systems, the extent to which this supply corresponds to demand is largely unknown. Improved monitoring of the supply and demand for non-formal education is urgently needed at the national and international levels.

23. The share of respondents who participated in non-formal education is bound to be larger, as the surveys identify only respondents who reached their highest attainment level in a non-standard curriculum.

24. This is an imprecise measure based on small absolute numbers. More important, the definition of attendance is not necessarily precise and may not be comparable across cases. However, the indicator remains useful as a rough measure of educational opportunities available to young people who have not completed their formal studies.



## Literacy and literate environments: essential yet elusive

*Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults*

Literacy is a fundamental human right and a basic tool for making informed decisions and participating fully in the development of society. As such, it is a foundation for achieving EFA and reducing poverty (UNESCO, 2005a). Yet, it remains a major challenge. During the most recent period (1995–2004), about 774 million adults worldwide were not literate (see annex, Statistical Table 2A). This figure is based on conventional cross-country data drawn from censuses or household surveys that rely on self-assessments, third-party reporting

or educational attainment proxies. Usually in censuses, respondents are asked if they can 'read and write, with understanding, a simple statement of their everyday life', in the words of UNESCO's traditional definition of literacy.<sup>25</sup> The growing availability of data that rely on direct assessments of literacy skills, such as those from a recent survey in Kenya (Box 2.6), suggests that the scale of the literacy challenge may be even greater. Conventional literacy data tend in fact to overestimate literacy levels and should be interpreted with caution.

### Adult literacy: still a global challenge

Keeping this data caveat in mind, it appears that the global number of adults who were not literate declined by 90 million between the 1985–1994 and 1995–2004 periods,<sup>26</sup> mainly due to trends in East

25. Literacy assessment based on this definition generally suggests a dichotomy between 'literate' and 'illiterate'; the real picture is more that of a continuum of proficiency or competence.

26. Using these literacy data periods makes it difficult to compare the pre- and post-Dakar situations, but nonetheless gives some indication of changes.

#### Box 2.6: Direct literacy assessment: the Kenya National Adult Literacy Survey

Many countries are developing new methodologies based on direct assessments in order to improve the quality of literacy data and related policy-making. In 2006, Kenya carried out an extensive survey of literacy and numeracy in over 15,000 households, the Kenya National Adult Literacy Survey (Kenya National Bureau of Statistics, 2007).<sup>\*</sup> Multi-level scales were developed to assess the extent to which adults had attained 'minimum' or 'desired' levels of literacy and numeracy. The survey was offered in English, Kiswahili and eighteen other local languages (70% of respondents chose either English or Kiswahili).

The Kenyan survey demonstrates in two ways that conventional data relying on self-assessment tend to overstate actual literacy and numeracy levels. First, its estimate of the adult literacy rate is 62% (men 64%, women 59%), much lower than the MICS 2000 result of 74% (men 78%, women 70%). Second, within the survey, self-assessment yields higher literacy levels than direct tests (Table 2.13).

Other key findings from the survey:

- Direct assessment shows Kenyan adults have a stronger mastery of numeracy than literacy (minimum mastery level), with rates of 65% and 62%, respectively, for men and women combined. Only 30% of Kenyan adults attained the higher 'desired' levels of literacy.
- Literacy and numeracy rates vary significantly by geographic district and by age. Among Kenyans aged 15 to

**Table 2.13: Comparison of self-assessment and direct assessment of adult literacy<sup>1</sup> by gender, 2006**

| Assessment type |                               | Women (%) | Men (%) |
|-----------------|-------------------------------|-----------|---------|
| <b>Literacy</b> |                               |           |         |
| Self            | Report being able to read     | 72        | 79      |
|                 | Report being able to write    | 71        | 79      |
| Direct          | Minimal mastery of literacy   | 59        | 64      |
|                 | 'Desired' mastery of literacy | 27        | 32      |
| <b>Numeracy</b> |                               |           |         |
| Self            | Report being able to compute  | 77        | 83      |
|                 | Minimal mastery of numeracy   | 61        | 68      |
| Direct          | 'Desired' mastery of numeracy | 56        | 63      |

1. Age 15 or older.

Source: Kenya National Bureau of Statistics (2007).

29 the literacy rate is above 65% and the numeracy rate above 69%; among those aged 55 or above, the respective rates are less than 37% and 41%.

- The schooling 'turning point' with respect to literacy is around grades 4 and 5: literacy rates are under 20% among adults who complete four or fewer grades, but over 65% for those who complete five or more.
- Many survey respondents either had never attended adult literacy programmes or had dropped out; the main reasons given were lack of nearby centres or instructors.

<sup>\*</sup> It was independently conducted by a national team, drawing in part on the methodology developed by the UIS Literacy Assessment and Monitoring Programme.



Asia, particularly China. Nevertheless, this region and those of South and West Asia, and sub-Saharan Africa still concentrate the vast majority of adults denied the right to literacy (Table 2.14).

The global adult literacy rate rose from 76% to 82% (Table 2.15) between the periods 1985–1994 and 1995–2004. The increase was more marked among developing countries, where the average rate rose from 68% to 77%. Adult literacy levels improved in most regions, with the largest increases occurring in the Arab States and in South and West Asia, each up by twelve percentage points. However, increased literacy rates were not always reflected in declines in the number of illiterate adults: the latter rose in sub-Saharan Africa and the Arab States, partly due to continuing high population growth. Adult literacy rates remained well below the world average in South and West Asia and in sub-Saharan Africa (about 60%), as well as in the Arab States and the Caribbean (about 70%).

Progress towards the adult literacy target was also recorded at country level, with increases of more than fifteen percentage points in literacy rates in Algeria, Burundi, Cape Verde, Egypt, the Islamic Republic of Iran, Kuwait, Malawi, Nepal and Yemen

**Table 2.14: Estimated number of adult illiterates<sup>1</sup> by region, 1985–1994 and 1995–2004**

|                           | 1985–1994 <sup>2</sup> |          | 1995–2004 <sup>2</sup> |          | Change between 1985–1994 and 2000–2004 (%) |
|---------------------------|------------------------|----------|------------------------|----------|--|
|                           | Total (millions)       | % female | Total (millions)       | % female |  |
| World                     | 864.0                  | 63       | 774.0                  | 64       | -10.4                                      |
| Developing countries      | 851.3                  | 63       | 764.4                  | 64       | -10.2                                      |
| Developed countries       | 9.3                    | 65       | 8.2                    | 62       | -11.9                                      |
| Countries in transition   | 3.4                    | 85       | 1.3                    | 76       | -61.4                                      |
| Sub-Saharan Africa        | 131.0                  | 61       | 150.3                  | 62       | 14.8                                       |
| Arab States               | 55.1                   | 63       | 56.9                   | 67       | 3.2  |
| Central Asia              | 0.6                    | 77       | 0.4                    | 72       | -39.7                                      |
| East Asia and the Pacific | 227.6                  | 69       | 125.6                  | 70       | -44.8                                      |
| East Asia                 | 226.3                  | 69       | 124.0                  | 71       | -45.2                                      |
| Pacific                   | 1.3                    | 56       | 1.6                    | 57       | 21.7                                       |
| South and West Asia       | 394.1                  | 61       | 387.8                  | 63       | -1.6                                       |
| Latin America/Caribbean   | 36.6                   | 55       | 38.2                   | 55       | 4.4  |
| Caribbean                 | 2.4                    | 52       | 2.9                    | 52       | 22.7                                       |
| Latin America             | 34.2                   | 56       | 35.3                   | 55       | 3.2  |
| N. America/W. Europe      | 6.4                    | 63       | 5.8                    | 61       | -9.4                                       |
| Central/Eastern Europe    | 12.5                   | 78       | 8.9                    | 79       | -28.8                                      |

1. Age 15 or older.

2. Data are for the most recent year available during the period specified.

See introduction to statistical tables in annex for broader explanations of national literacy definitions, assessment methods, sources and years of data.

Source: Annex, Statistical Table 2A.

**Table 2.15: Estimated adult literacy rates<sup>1</sup> by region, 1985–1994 and 1995–2004**

|                                  | Literacy rates         |          |            |           |                        |          |            |           | Percentage change between 1985–1994 and 1995–2004 |      |        |           |
|----------------------------------|------------------------|----------|------------|-----------|------------------------|----------|------------|-----------|---|------|--------|-----------|
|                                  | 1985–1994 <sup>2</sup> |          |            |           | 1995–2004 <sup>2</sup> |          |            |           |   |      |        |           |
|                                  | Total (%)              | Male (%) | Female (%) | GPI (F/M) | Total (%)              | Male (%) | Female (%) | GPI (F/M) | Total   | Male | Female | GPI (F/M) |
| World                            | 76                     | 83       | 70         | 0.85      | 82                     | 87       | 77         | 0.89      | 7.9   | 5.8  | 10.4   | 4.6       |
| Developing countries             | 68                     | 77       | 59         | 0.77      | 77                     | 84       | 70         | 0.84      | 13.1  | 9.0  | 18.7   | 9.2       |
| Developed countries              | 99                     | 99       | 98         | 0.99      | 99                     | 99       | 99         | 1.00      | 0.2   | 0.1  | 0.3    | 0.2       |
| Countries in transition          | 98                     | 99       | 97         | 0.98      | 99                     | 100      | 99         | 0.99      | 1.1   | 0.2  | 1.8    | 1.6       |
| Sub-Saharan Africa               | 54                     | 63       | 45         | 0.71      | 59                     | 69       | 50         | 0.76      | 10.1  | 8.6  | 12.2   | 6.5       |
| Arab States                      | 58                     | 70       | 46         | 0.66      | 70                     | 81       | 60         | 0.74      | 21.0  | 15.6 | 29.5   | 12.0      |
| Central Asia                     | 99                     | 99       | 98         | 0.99      | 99                     | 100      | 99         | 0.99      | 0.6   | 0.2  | 1.0    | 0.8       |
| East Asia and the Pacific        | 82                     | 89       | 75         | 0.84      | 92                     | 95       | 88         | 0.93      | 11.3  | 6.4  | 17.2   | 10.1      |
| East Asia                        | 82                     | 89       | 75         | 0.84      | 92                     | 95       | 88         | 0.93      | 11.5  | 6.5  | 17.5   | 10.3      |
| Pacific                          | 94                     | 94       | 93         | 0.99      | 93                     | 94       | 93         | 0.98      | -0.2  | -0.1 | -0.3   | -0.2      |
| South and West Asia              | 48                     | 60       | 34         | 0.57      | 60                     | 71       | 47         | 0.67      | 25.3  | 18.3 | 39.5   | 17.9      |
| Latin America and the Caribbean  | 88                     | 89       | 87         | 0.98      | 90                     | 91       | 89         | 0.98      | 2.6   | 2.2  | 3.0    | 0.8       |
| Caribbean                        | 71                     | 71       | 71         | 1.00      | 71                     | 71       | 71         | 1.00      | -0.2  | -0.2 | -0.2   | 0.0       |
| Latin America                    | 88                     | 89       | 87         | 0.98      | 90                     | 91       | 90         | 0.98      | 2.7   | 2.3  | 3.1    | 0.8       |
| North America and Western Europe | 99                     | 99       | 99         | 0.99      | 99                     | 99       | 99         | 1.00      | 0.2   | 0.1  | 0.2    | 0.1       |
| Central and Eastern Europe       | 96                     | 98       | 94         | 0.96      | 97                     | 99       | 96         | 0.97      | 1.4   | 0.7  | 2.1    | 1.4       |

1. Age 15 or older.

2. Data are for the most recent year available during the period specified. See introduction to statistical tables in annex for broader explanations of national literacy definitions, assessment methods, sources and years of data.

Sources: Annex, Statistical Tables 2A and 12.

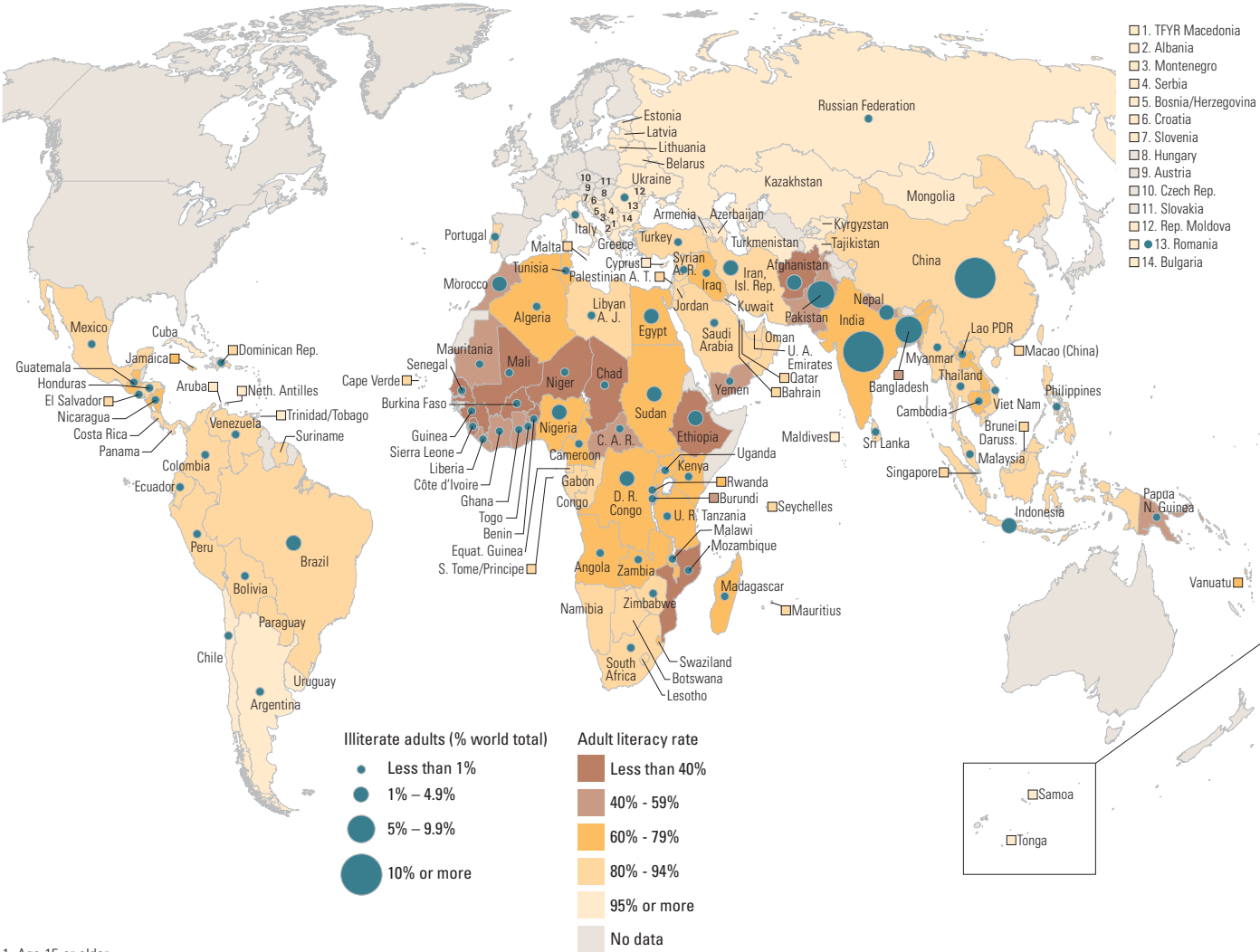
(see Statistical Table 2A). Despite the overall positive trend, very low adult literacy rates, below 50%, still characterize several countries, including Mali, Burkina Faso, Chad, Afghanistan, the Niger, Guinea, Benin, Sierra Leone, Ethiopia, Mozambique, Senegal, Bangladesh, Central African Republic, Nepal, Côte d'Ivoire and Pakistan (Map 2.4).<sup>27</sup>

Clearly, improving global trends in adult literacy will depend on continuing reductions in illiteracy in these countries and, most importantly, on reducing the number of adult illiterates in some

of the most populous developing countries. More than three-quarters of the world's 774 million adult illiterates live in only fifteen countries, including eight high population countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Nigeria and Pakistan. India alone has nearly 35% of the world total. In most of these fifteen countries, adult literacy rates have improved compared with the 1985-1994 period, although continuing population growth translates into increases in absolute numbers of illiterates in countries including Bangladesh, Ethiopia and Morocco (see annex, Statistical Table 2A).

27. In order of adult literacy rate, from lowest (Mali, 19.0%) to highest (Pakistan, 49.9%).

Map 2.4: Adult literacy rates and number of illiterates,<sup>1</sup> 1995–2004<sup>2</sup>



1. Age 15 or older.  
2. Data are for the most recent year available during the period specified.  
See introduction to statistical tables in annex for broader explanations of national literacy definitions, assessment methods, sources and years of data.  
Source: Annex, Statistical Table 2A.

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by UNESCO.  
Based on United Nations map.

The case of China is worth emphasizing. The substantial increase in the average adult literacy rate among developing countries since 1985–1994 (Table 2.15) is mainly due to a substantial reduction in numbers of adult illiterates in China (by 98 million) and a corresponding increase of thirteen percentage points in the national literacy rate, from 78% to 91%. These results stem largely from increased primary school participation, highly targeted adult literacy programmes (targeted both geographically and to the 15–40 age group) and the dramatic development of literate environments (Ross et al., 2005).

### Youth literacy: reflecting increased participation in school

Literacy rates for the 15–24 age group tend to be higher than adult literacy rates in all regions (see annex, Statistical Table 2A), reflecting growing access to and participation in formal schooling in younger generations. Between the periods 1985–1994 and 1995–2004, youth literacy improved more rapidly than adult literacy in all regions, and especially in the Arab States and East Asia. In nearly all regions, the increase in youth literacy rates was accompanied by a reduction in the number of illiterates. Exceptions to this trend are found in the Caribbean and the Pacific island states, where youth literacy rates fell slightly, and in Central Asia, and North America and Western Europe, where the rates were almost unchanged. Although youth literacy rates increased in sub-Saharan Africa by 9%, the region counted 5 million additional young illiterates due to persisting high population growth and low school completion rates.

### Disparities in adult literacy: the gender and poverty links

Women's literacy is of crucial importance in addressing wider issues of gender inequality. Yet, worldwide, women still accounted for 64% of adults who were not literate in 1995–2004, a share virtually unchanged from the 63% recorded during 1985–1994 (Table 2.14). The average global GPI in adult literacy was 0.89 in the most recent period. Gender disparities in adult literacy are particularly marked in South and West Asia (GPI of 0.67), the Arab States (0.74) and sub-Saharan Africa (0.76). However, the situation had improved substantially in these regions since 1985–1994. Changes in the GPI were not noticeable in other regions (Table 2.15).

Striking gender disparities in adult literacy remain in some countries (see annex, Statistical Table 2A). In 21 out of 133 countries with literacy data for 1995–2004, literacy rates for females were less than two-thirds of those for males. Most of these countries were in sub-Saharan Africa; two were in the Arab States and four in South and West Asia.<sup>28</sup> On the other hand, some cases of gender disparities favouring women were observed, e.g. in Jamaica (GPI of 1.16) and Lesotho (1.23) – a trend growing elsewhere in the world, particularly among younger cohorts; examples include Botswana, El Salvador, Honduras, Liberia, Malta and Nicaragua.

Besides gender, key factors or correlates of illiteracy include poverty, place of residence and certain individual characteristics. Overall, illiteracy rates are highest in the countries with the greatest poverty. The link between poverty and illiteracy is also observed at household level, with the literacy rates of the poorest households substantially lower than those of the wealthiest. More generally, for various social, cultural or political reasons, certain population groups – such as migrants, indigenous people, ethnic minorities and those with disabilities – find themselves excluded from mainstream society, which often results in reduced access to formal education and literacy programmes (UNESCO, 2005a).

### Understanding and monitoring literate environments

Previous editions of the Report have highlighted the literate environment as an enabling context for the acquisition and enhancement of literacy skills. Effective literate environments typically contain written materials (newspapers, books and posters), electronic and broadcast media (radios and TVs) and information and communications technology (fixed and mobile phones, computers and Internet access), which encourage literacy acquisition, a reading culture, improved literacy retention and access to information. Literate environments can be found in both public and private spheres, including home, school, workplace, local community and the nation as a whole. Measuring and monitoring literate environments is a challenge; in the absence of any systematic data, this section can only underline their importance and discuss briefly how they might be monitored.<sup>29</sup>

**Illiteracy rates are highest in the countries with the greatest poverty**

28. The countries are Angola, Benin, Burkina Faso, the Central African Republic, Chad, Côte d'Ivoire, the Democratic Republic of the Congo, Ethiopia, Guinea, Mali, Mozambique, the Niger, Senegal, Sierra Leone and Togo in sub-Saharan Africa; Morocco and Yemen in the Arab States; and Afghanistan, India, Nepal and Pakistan in South and West Asia.

29. Additional ideas for conceptualizing and monitoring literate environments emerged during an ad hoc consultation conducted by the Global Monitoring Report Team with several experts in this area (see Benavot, 2007).

### ***School-based learning environments are critical***

For young children in school, access to and use of reading materials in languages they understand are critical in acquiring basic literacy skills. Numerous international and national learning assessments have demonstrated that the availability of books and other printed materials in school classrooms and libraries is associated with higher student performance in the language arts (Heyneman, 2006; Mullis et al., 2003). Thus, measures of the availability and use of textbooks, written materials and Internet-based information are important indicators of school-based literate environments.

### ***Workplace environments can strengthen literacy skills***

The International Adult Literacy Survey (IALS) developed workplace-based reading and writing indices for the variety and frequency of workers' reading, writing or mathematics activities (OECD and Statistics Canada, 2000). IALS concluded that labour force participation, formal employment training and informal uses of literacy at work were significantly associated with higher literacy proficiency, but were less important than other variables such as educational attainment. Literate environments in the workplace mainly reflect work-related tasks and organizational priorities rather than workers' cultural interests and demands; nevertheless, they provide an important enabling context for developing and strengthening literacy skills.

### ***Household and community environments emphasize applied knowledge***

Literacy as practised at home and in communities typically differs from that valued by schools or the workplace. Literacy as a socially organized practice 'is not simply knowing how to read and write a particular script but applying this knowledge for specific purposes in specific contexts of use' (Scribner and Cole, 1981, p. 236). Ethnographies of literacy provide considerable evidence of the diverse practical purposes to which literacy skills are put: to address government officials, complete forms, read prices, pay bills, keep records, find jobs, read religious texts, learn about family histories, take or administer medicine, extract information from newspapers, protect against sexually transmitted diseases, and buy and sell goods and services (Hull and Schultz, 2001).

Surveys of working adults in OECD countries provide information on participation in literacy-promoting

activities at home (reading newspapers and books, using public libraries, watching television, getting access to printed materials via the Internet). In Africa, the SACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality) survey compiled data on printed materials (books and magazines) and broadcast media (TVs and radios) in students' homes. Special household surveys focusing on literacy, such as those conducted in Cambodia, Kenya and the Lao People's Democratic Republic, provide information on the literacy resources in households (books, pamphlets and other reading materials) and communities (community learning centres and literacy programmes) that characterize literate environments at subnational level.<sup>30</sup> In short, surveys provide information on the extent to which local contexts encourage or discourage diverse literacy skills.

### ***National measures of the literate environment***

At country level, aggregate indicators of literate environments are often compiled, including reported cross-national data, standardized by population, on the circulation of daily and non-daily newspapers, the publication of book titles, the number of library volumes and users, and indicators such as the percentage of households with TVs and radios (UNESCO, 2005a).<sup>31</sup> Recent cross-national surveys have also included information on the availability and quantity of other periodicals (e.g. community and on-line newspapers), personal computers per capita and numbers of Internet users.

## **Quality: the continuing challenge**

*Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills*<sup>32</sup>

Quality is at the heart of education. Indeed, while countries and international organizations have long committed themselves to universalizing primary education, improving and sustaining the quality of basic education is equally important. Good-quality teaching and learning environments assure effective learning outcomes (UNESCO, 2000a).

30. See Kenya National Bureau of Statistics (2007) and Lao People's Democratic Republic Ministry of Education (2001).

31. These data can also be found in the longer version of this year's statistical tables that is posted on the Report website (see annex, Statistical Table 2B).

32. In addition, the Expanded Commentary on the Dakar Framework for Action (UNESCO, 2000a, para. 32) stressed that access to basic education of good quality is a fundamental right: 'No one should be denied the opportunity to complete good quality primary education because it is unaffordable.' Improvements in the quality of education require well-trained teachers and active learning techniques; adequate facilities and instructional materials; clearly defined, well-taught and accurately assessed curricular knowledge and skills; and a healthy, safe, gender-sensitive environment that makes full use of local language proficiencies.

## Learning outcomes should be monitored

Student learning assessments can be used to evaluate the strengths and weaknesses of an education system and to compare pupil achievements and competencies across schools, regions or systems.<sup>33</sup> International assessments of educational achievement, which began in the 1960s, have markedly increased in visibility and country coverage [Degenhart, 1990; Keeves, 1995; Postlethwaite, 2004].<sup>34</sup>

Comparative tests of achievement are incomplete proxies of what and how much students actually learn in school. They tend to focus on curricular areas such as language and mathematics rather than subjects such as history, geography, arts or moral education, even though the latter encompass important aims of education. They assess knowledge levels but rarely examine student values, attitudes and other non-cognitive skills. Moreover, comparing achievement scores across studies or countries and over time can be problematic due to differences in, for example, test instruments, age groups or sampled populations.<sup>35</sup>

### International and regional assessments reveal pervasive low achievement

Key conclusions from international and regional student assessments point to low learning outcomes in much of the world:

- The PIRLS 2001 assessment found that in many countries, including Argentina, Colombia, the Islamic Republic of Iran, Kuwait, Morocco and

Turkey, over 40% of grade 4 pupils read at or below the lowest level (Mullis et al., 2003). The PISA 2003 reading assessment found that 20% or more of 15-year-olds in Austria, Germany, Greece, Hungary, Italy, Luxembourg, Portugal, Spain and Turkey performed at or below the lowest proficiency level.

- Achievement levels are lower in developing than in developed countries. For example, in TIMSS 2003, 20% to 90% of grade 8 students in low- and middle-income countries did not reach the lowest benchmark level (UNESCO, 2005a). In PISA 2003, 34% to 63% of 15-year-olds who performed at or below proficiency level 1 in reading were in low- and middle-income countries, including Brazil, Indonesia, Mexico, the Russian Federation and Thailand.
- Pupils from more privileged socio-economic backgrounds (in terms of parents' education, occupational status or household wealth) and those with access to books consistently perform better than those from poorer backgrounds or with limited access to reading materials.
- Learning disparities in reading, mathematics and science among 15-year-olds are also related to immigrant status, language spoken at home and family structure such as two-parent or non-two-parent households (Hampden-Thompson and Johnson, 2006; OECD, 2006).
- Behavioural problems among pupils (and teachers) – arriving late and absenteeism, for example – often correlate with poor performance.

- African and Latin American assessments, notably SACMEQ and LLECE, find strong disparities in favour of urban students, reflecting both higher household incomes and better school provision in urban areas (UNESCO, 2000b).

International and regional assessments also highlight school-based factors affecting student achievement (UNESCO, 2005a):

- The amount of time students are present in school affects their performance.
- The time actually spent learning specific subjects, either in school or through homework, positively affects performance, especially in language, mathematics and science.

**International and regional student assessments point to low learning outcomes in much of the world**

33. Learning assessments include international assessments of student achievement or basic skills; national monitoring of subject-specific achievements; standards-based assessments according to grade or age; school-based assessments of pupil progress based on tests, performance or portfolios; and external public examinations at major system transition points, such as from primary to secondary education.

34. Since Dakar, the International Association for the Evaluation of Educational Achievement (IEA) has conducted major comparative studies in reading (Progress in International Reading Literacy Study: PIRLS), mathematics and science (Trends in International Mathematics and Science Study: TIMSS), civic education (Civic Education Study) and pre-primary education (Pre-Primary Project). In addition, there have been three rounds of the OECD-sponsored Programme for International Student Assessment (PISA). The IEA studies concentrate on monitoring curricular provisions and subject-specific achievements of students according to grade or age; PISA focuses on cross-cutting skills and competencies among 15-year-olds in reading, mathematics and science. These assessments mainly concern high-income countries and a growing number of middle- and low-income countries. Regional assessments conducted in developing countries include the Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación (LLECE), the Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC) and SACMEQ (mentioned earlier).

35. Analysts have begun to make such comparisons [e.g. Crouch and Fasih, 2004; Hanushek, 2004; Pritchett, 2004], but there are questions about the validity of this approach.



All these assessments further point to inequalities in learning outcomes within countries

- In many developing countries, the inadequacy of physical and material resources in schools adversely affects pupil achievement. For example, many SACMEQ countries report limited availability of basic instructional resources, as well as poor school infrastructure.<sup>36</sup>
- Increased availability and use of textbooks improve student learning and can counteract socio-economic disadvantage, particularly in low-income settings.

Differences in average pupil learning achievement between schools and classes are considerable, even after statistically controlling for individual characteristics. They underscore the extent to which strong learning outcomes depend on the availability, use and management of school-based resources (UNESCO-BREDA, 2007).

All these assessments further point to inequalities in learning outcomes within countries. The wider the distribution of student achievement scores around a given mean, the lower the level of equity in education (Scheerens and Visscher, 2004). Recent analyses of pupil achievement in Central and Eastern Europe indicate salient national differences in education equity following the education reforms of the 1990s (Box 2.7).

### **National assessments also confirm the quality challenge**

More and more countries are carrying out national learning assessments that provide country-wide and school-specific information about learning outcomes according to nationally defined standards.<sup>37</sup> Overall, 81% of developed countries, 50% of developing countries and 17% of countries in transition conducted at least one national learning

#### **Box 2.7: Education quality and equity in Central and Eastern Europe: new evidence**

Equality of educational opportunity was a core principle of the socialist states in Central and Eastern Europe. Little has been known, however, about the impact of education reforms in the 1990s on access and learning outcomes among pupils from various socio-economic groups. The UIS initiated a collaborative project with research teams from Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Romania, Serbia and Slovakia to address these issues and explore ways to improve student outcomes and reduce inequality.

Using 2003 TIMSS and PISA data, the teams constructed socio-economic gradients or 'learning bars' to reflect the relationship between socio-economic status and learning achievement. These were compared by classroom, school, district and/or region. Among other findings, the project showed that:

- Significant regional disparity in learning achievement existed in all eight countries. For example, in Latvia, 15-year-olds attending schools in Riga and other urban areas scored much higher in reading literacy, on average, than their counterparts in rural areas. In Romania, eighth grade students in urban areas had better scores than their counterparts in rural schools in biology, chemistry, physics and life sciences.
- Differentiation among schools or programmes was an important source of disparity in achievement. In the Czech Republic, where there is little programme differentiation among primary schools, only about

20% of the variation in reading and mathematics performance of fourth graders was at school level. By grade 8, however, school-level variation had more than doubled, and by grade 10 it was close to 60%. In Hungary, students attending academic schools performed better on mathematical literacy tests than those attending vocational schools, who in turn scored higher than students in vocational training programmes.

- Most achievement gaps between regions and between different types of schools or programmes were associated with student socio-economic status. Although Latvian eighth graders in urban schools had higher average mathematics scores than their rural counterparts, the differences largely disappeared once students' family background characteristics at individual and school level were isolated. In Hungary, once the socio-economic composition of schools was considered, the gap in mathematical literacy scores between academic and vocational secondary tracks largely disappeared.

These findings highlight the many challenges facing industrialized countries in reaching quality learning outcomes for all students. They underscore the role that school organization and classroom practices can play in raising overall achievement levels and reducing socio-economic gaps in learning achievement.

Sources: Bankov et al. (2006); Baucal et al. (2006); Geske et al. (2006); Horn et al. (2006); Istrate et al. (2006); Mere et al. (2006); Straková et al. (2006); Zelmanova et al. (2006).

36. Countries participating in SACMEQ I (1995–1999) were Kenya, Malawi, Mauritius, Namibia, the United Republic of Tanzania (Zanzibar), Zambia and Zimbabwe. SACMEQ II (2000–2003) countries were Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Uganda, the United Republic of Tanzania (Mainland and Zanzibar) and Zambia.

37. The annex section National learning assessments by region and country provides a global overview of national assessment and evaluation activities, although it makes no attempt to evaluate the scientific rigour or technical soundness of the assessments listed. For further details see Benavot and Tanner (2007) and Encinas-Martin (2006).



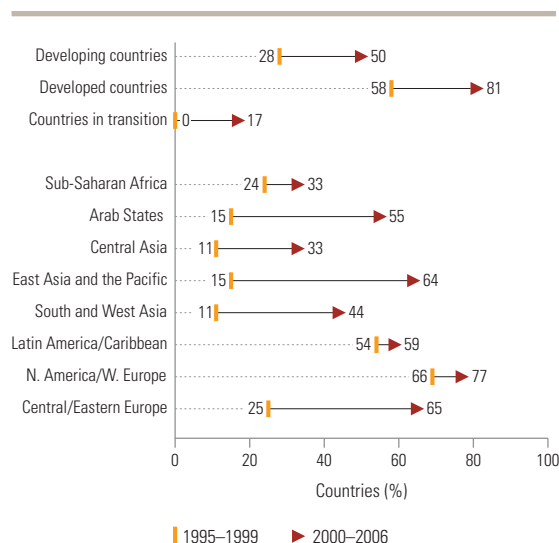
assessment between 2000 and 2006; the respective figures in the five years before Dakar (1995 to 1999) were 58%, 28% and 0%. The prevalence of national assessments has increased especially in East Asia and the Pacific, the Arab States, South and West Asia, and Central and Eastern Europe (Figure 2.14).

Key findings about national assessments include:

- **Grade levels:** Assessments focus more on grades 4–6 than grades 1–3 or 7–9. In 2000–2006, for example, eighty-four countries conducted at least one assessment of learning outcomes in grades 4–6; fifty-five countries did so in grades 1–3 and fifty-four countries in grades 7–9.
- **Type:** National assessments are predominantly curriculum-based and subject-oriented, in contrast to the international assessments of cross-curricular knowledge, skills or competencies (e.g. PISA).
- **Subject areas:** Almost all the countries that conducted national assessments in 2000–2006 assessed learning outcomes in (the official) language (93%) and mathematics (92%). About half of the countries (51%) assessed learning outcomes in science, almost two-fifths (38%) in the social sciences, 21% in foreign languages and 20% in other areas, including art, physical education, problem-solving, life skills, visual literacy, colouring, cognitive behaviour and music. Assessments of science and the social sciences are more prevalent in Latin America and the Caribbean, and South and West Asia. Assessments of foreign languages are more common in South and West Asia, North America and Western Europe, and the Arab States.
- **Fragile states:** While half of all developing countries conducted national learning assessments between 2000 and 2006, only fifteen of the thirty-five countries that the OECD categorizes as fragile states, or 43%, did so; nearly half of those were in East Asia and the Pacific.

Despite differences in assessment methods and scales, sample designs and methodological rigour, national assessments almost uniformly call on education authorities to find ways to improve student knowledge levels and competencies:

**Figure 2.14: Percentage of countries in each region that carried out at least one national assessment between 1995–1999 and 2000–2006<sup>1</sup>**



1. The exact dates of the national assessments in the following countries are not known, but it was possible to determine whether the learning assessment occurred before or after 2000: Algeria, Australia, Bulgaria, Fiji, Kiribati, Saint Kitts and Nevis, Samoa, Saudi Arabia, Solomon Islands, Swaziland, Tonga, Tuvalu and Vanuatu.

Source: Annex, National learning assessments.

- Since 1999 Uganda has carried out five assessments to determine overall achievement levels in grades 3 and 6 in English literacy and numeracy. While fewer than half of pupils reached defined competency levels in English literacy, achievement levels have improved over time. By contrast, achievement levels in numeracy have fluctuated or declined (Table 2.16). A 2006 government report accounted for these findings by noting the impact of government policies to increase the supply and use of English textbooks and the need for better-trained mathematics teachers.

**National assessments call on education authorities to find ways to improve student knowledge levels and competencies**

**Table 2.16: Percentage of grade 3 and 6 pupils in Uganda reaching defined competency levels, by subject, 1999 to 2006**

|         | English literacy<br>(% of pupils) |      |      |      |      | Numeracy<br>(% of pupils) |      |      |      |      |
|---------|-----------------------------------|------|------|------|------|---------------------------|------|------|------|------|
|         | 1999                              | 2003 | 2004 | 2005 | 2006 | 1999                      | 2003 | 2004 | 2005 | 2006 |
| Grade 3 | 18                                | 34   | ...  | 38   | 46   | 39                        | 43   | ...  | 41   | 43   |
| Grade 6 | 13                                | 20   | 28   | 30   | 34   | 42                        | 21   | 38   | 33   | 31   |

Note: The percentage of pupils rated 'proficient' is compared.

Source: Uganda National Examinations Board (2006).

In Haiti girls scored higher than boys in all areas

- In 2006, Morocco’s Ministry of National Education assessed grade 6 student achievement in Arabic, French, mathematics and science, using a sample of seven ‘strong performing’ urban schools and ninety-six schools targeted for intervention. The assessment found overall performance to be ‘weak’ in terms of the percentages of pupils attaining predetermined ‘minimum’ or higher ‘mastery’ levels: 36% achieved the minimum level in Arabic, 18% in French and 43% in mathematics, while in science, where they performed best, 65% achieved the minimum level; achievement rates for mastery levels were 7% in Arabic, 1% in French, 11% in mathematics and 20% in science (Hddigui, 2007a).
- In 2004/05, Haiti’s Ministry of Education assessed student knowledge in mathematics, French and Creole in grades 1, 3 and 5 to establish baseline levels before implementation of a national school improvement plan. The ministry’s report characterized grade 5 students’ overall achievement as ‘weak’, with only 44% meeting expectations (Desse, 2005). Fifth-graders’ scores in mathematics were considered ‘extremely weak’ and in Creole ‘not too bad’. The report noted that girls scored higher than boys in all areas, public school students scored higher than private school students and students repeating the year scored lower than new students.

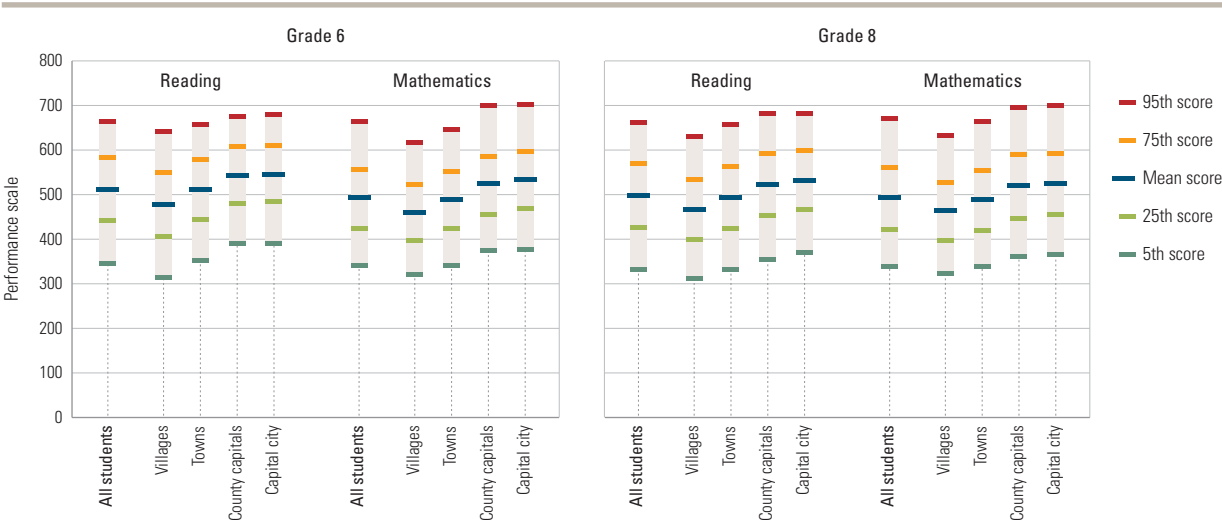
■ Hungary, which has participated in over sixteen international assessments in recent decades, began regular assessment of student achievement in grades 4 and 8 in 1986. In 2001, it adopted a new national assessment of basic competencies in reading comprehension and mathematics. Three assessments between 2003 and 2006 showed a slight worsening of mathematics achievement and a slight improvement in reading achievement in grade 6. Large percentages of students performed at or below the lowest proficiency level (level 1) in both: almost 50% in mathematics and 20% in reading. Figure 2.15 reports results from the 2006 assessment in grades 6 and 8 and illustrates the distribution of student scores by competency and residence.

Are learning outcomes improving?

It is possible to assess changes in student achievements over time using findings from national assessments.<sup>38</sup> Table 2.17 reports the percentage change in mean achievement, mainly in language and mathematics, between earlier assessments and the most recent ones in sixteen countries. In Belize, Colombia, El Salvador, Ethiopia, Mexico, Senegal, South Africa and Uganda, for example, the trends in average achievement are generally upwards, with some fluctuation by subject area. In Brazil, Chile and Peru, mean achievement levels are relatively stable. In Honduras, Morocco,

38. Over time, comparability of test scores may be reduced due to changes in student cohort composition, sampling designs, test instruments and other factors.

Figure 2.15: Distribution of student performance in Hungary, by residence, 2006



Note: Settlement type in Hungary is not directly related to number of inhabitants, although in general villages are smaller than towns. In addition to the capital city and the eighteen county capitals, there are about 240 towns and 2,900 villages. The towns have from 1,000 to 60,000 inhabitants and the villages up to 12,000. Source: Balázsi (2007).

Table 2.17: Changes in learning outcomes based on national assessments, various years

|                                 | Grade | Initial year | Most recent year | Subject       | Percentage change in achievement level since initial year |  |                            |
|---------------------------------|-------|--------------|------------------|---------------|---|--|----------------------------|
|                                 |       |              |                  |               | Increase<br>(more than 5%)                                | Little or no change<br>(between -5% and +5%) | Decrease<br>(more than 5%) |
| Sub-Saharan Africa              |       |              |                  |               |   |  |                            |
| Ethiopia                        | 4     | 2000         | 2004             | Basic Reading |   | 1  |                            |
|                                 |       |              |                  | Env. Science  | 8   |  |                            |
|                                 |       |              |                  | Mathematics   | 7   |  |                            |
|                                 |       |              |                  | English       |   | -3   |                            |
| Niger                           | 1     | 2000         | 2005             | French        | 20  |  |                            |
|                                 |       |              |                  | Mathematics   |   |  | -13                        |
|                                 | 3     | 2000         | 2005             | French        | 18  |  |                            |
|                                 |       |              |                  | Mathematics   | 16  |  |                            |
|                                 | 6     | 2000         | 2005             | French        |   |  | -7                         |
| Mathematics                     |       |              |                  |               |   | -28  |                            |
| Senegal                         | 3     | 1996         | 2002             | French        | 15  |  |                            |
|                                 |       |              |                  | Mathematics   | 26  |  |                            |
| South Africa                    | 3     | 2000         | 2003             | Literacy      | 7   |  |                            |
|                                 |       |              |                  | Numeracy      | 44  |  |                            |
| Arab States                     |       |              |                  |               |   |  |                            |
| Morocco                         | 4     | 1995         | 2001             | Mathematics   |   |  | -30                        |
|                                 |       |              |                  | Arabic        |   |  | -55                        |
|                                 | 6     | 2001         | 2006             | French        | 23  |  |                            |
|                                 |       |              |                  | Mathematics   | 11  |  |                            |
|                                 |       |              |                  | Arabic        | 44  |  |                            |
| East Asia and the Pacific       |       |              |                  |               |   |  |                            |
| Thailand                        | 3     | 2003         | 2005             | Science       |   | 0  |                            |
|                                 |       |              |                  | Mathematics   |   |  | -7                         |
|                                 | 6     | 2001         | 2004             | Thai Language |   |  | -19                        |
|                                 |       |              |                  | Mathematics   |   |  | -6                         |
|                                 | 6     | 2003         | 2005             | English       |   |  | -25                        |
|                                 |       |              |                  | Science       |   | -1   |                            |
| Latin America and the Caribbean |       |              |                  |               |   |  |                            |
| Belize                          | 6     | 2000         | 2004             | Language      | 10  |  |                            |
|                                 |       |              |                  | Mathematics   | 30  |  |                            |
|                                 |       |              |                  | Science       | 36  |  |                            |
| Brazil                          | 4     | 1999         | 2005             | Language      |   | 1  |                            |
|                                 |       |              |                  | Mathematics   |   | 1  |                            |
| Chile                           | 4     | 2002         | 2005             | Language      |   | -2   |                            |
|                                 |       |              |                  | Mathematics   |   | 0  |                            |
| Colombia                        | 5     | 2003         | 2005             | Language      |   | 3  |                            |
|                                 |       |              |                  | Mathematics   | 9   |  |                            |
| Costa Rica                      | 6     | 1999         | 2000             | Language      |   | -3   |                            |
|                                 |       |              |                  | Mathematics   |   |  | -13                        |
| El Salvador                     | 6     | 2003         | 2005             | Language      | 24  |  |                            |
|                                 |       |              |                  | Mathematics   | 15  |  |                            |
| Honduras                        | 6     | 1997         | 2004             | Language      |   |  | -38                        |
|                                 |       |              |                  | Mathematics   | 60  |  |                            |
| Mexico                          | 6     | 2000         | 2005             | Language      | 5   |  |                            |
|                                 |       |              |                  | Mathematics   |   | 4  |                            |
| Peru                            | 6     | 1998         | 2004             | Language      |   | -2   |                            |
|                                 |       |              |                  | Mathematics   |   | 2  |                            |

Notes: The actual achievement levels compared in each country over time are based on different scales. In Belize, Brazil, Chile, Colombia, Ethiopia, Mexico, Morocco, the Niger, Peru, South Africa and Thailand, the comparison is between mean achievement scores. In El Salvador, the percentage of students achieving the upper performance level is compared, whereas in Honduras, the comparison is between the percentage of students performing at an 'acceptable' level.

Sources: Belize (Mason and Longworth, 2005); Ethiopia (Academy for Educational Development and USAID Ethiopia, 2001, 2004); Latin America (Murillo, 2007); Morocco (Hddigui, 2007a); Niger (Fomba, 2006; Georges, 2000); Senegal (Ngom, 2007); South Africa (USAID South Africa, 2006); Thailand (Institute for the Promotion of Teaching Science and Technology, 2005).

the Niger and Thailand, the trends are mixed (varying by grade level), and Costa Rica had a negative trend.

National assessments also provide evidence of disparities by place of residence (Figure 2.16) and gender (see gender equality section below). In most of the eleven countries for which data are available, rural children achieve lower levels in language and mathematics than urban children. This pattern obtains in Belize, El Salvador, Guatemala, Honduras, the Niger, Peru and Uganda and, to a lesser extent, in Mexico and Paraguay. The exceptions are Argentina (although the assessment only included public schools) and Colombia, in which achievement disparities between rural and urban students are relatively small.

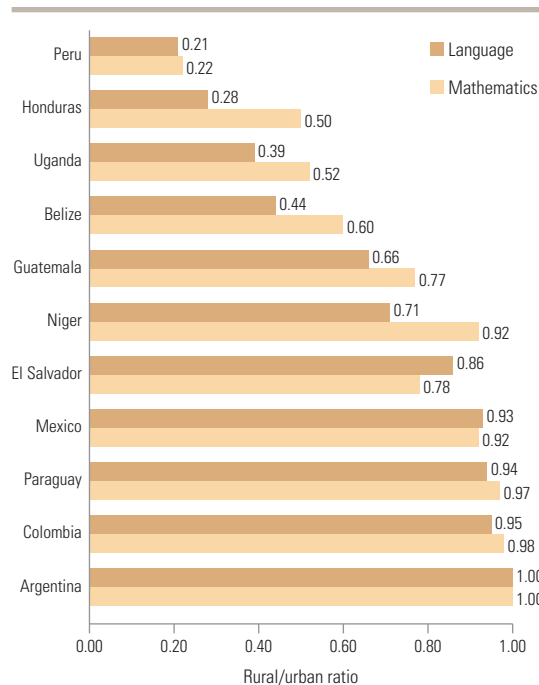
### What constitutes a good learning environment?

#### *Ample instructional time based on actual, not official hours*

Several international agencies and reports have recommended that primary schools operate for between 850 to 1,000 hours per year, or for about 200 days assuming a five-day school week (Lockheed and Verspoor, 1991; World Bank, 2004a; see also UNESCO, 2004b). Countries vary in the number of days they require schools to operate; typically, the range is between 175 and 210 days per year. The number of hours per school day also varies. Countries using double- or triple-shift school days reduce the yearly instructional time.

Recent data for 125 countries indicate that official intended yearly instructional time increases with grade level (Figure 2.17).<sup>39</sup> Worldwide, countries require an average of 700 annual hours of instruction in grades 1 and 2 and nearly 750 hours in grade 3. By grade 6 the average is 810 hours. Overall, students are expected to receive an accumulated total of almost 4,600 hours of instruction in grades 1 to 6. Regionally, countries in North America and Western Europe require the highest median number of instructional hours over the first six years of schooling (835 hours), followed by East Asia and the Pacific (802 hours), Latin America and the Caribbean (795 hours), and the Arab States (789 hours). The lowest medians are recorded in Central and Eastern Europe (654 hours), and Central Asia (665 hours), while sub-Saharan Africa, and South and West Asia are close to the global median.

**Figure 2.16: Rural-urban disparities in language and mathematics achievement in grade 5 or 6 based on national assessments, various years**

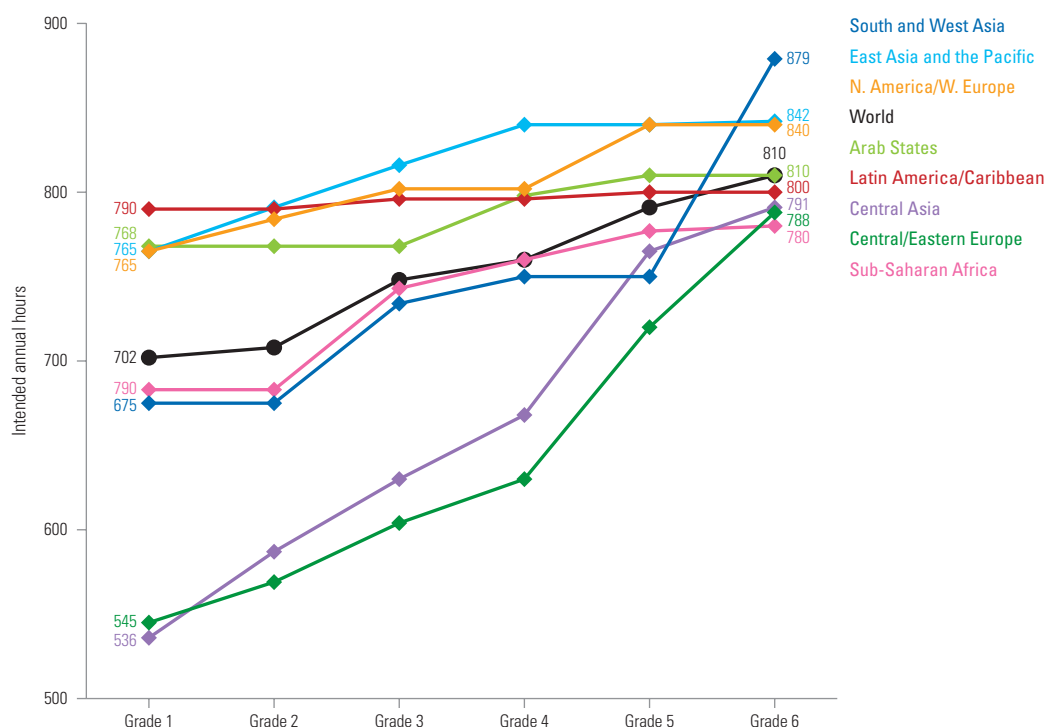


Sources: Belize (Mason and Longworth, 2005); Latin America (Murillo, 2007); Niger (Fomba, 2006; Georges, 2000); Uganda (Uganda National Examinations Board, 2006).

Official *intended* instructional time should not be confused with the actual number of instructional hours children receive. In several Arab States actual learning time is estimated to be 30% less, on average, than intended instructional time (Abadzi, 2006). In many countries whole school days are lost due to teacher absenteeism, in-service teacher training, strikes, armed conflict, targeted violent attacks and the use of schools as polling stations, military bases or examination sites (Abadzi, 2007; Benavot and Gad, 2004; Bonnet, 2007; O'Malley, 2007; UNESCO-IBE, 2007b). The PASEC and SACMEQ surveys report that many African schools cannot conform to the official school year due to teacher turnover and late teacher postings (Bonnet, 2007). Schools that start the school year a month late, end the school year a month early and have higher student absenteeism can end up with as many as 200 to 300 fewer hours of instructional time than those that respect the official calendar (UNESCO-BREDA, 2007). The significant loss of instructional time and inefficient use of classroom time are indications of poor education quality, with detrimental effects on learning outcomes.

39. Cross-national data on annual intended instructional time – that is, the number of yearly hours that schools are expected to devote to teaching and learning, in accordance with official curricular guidelines – are based on official curricular timetables, which prescribe the subjects to be taught at each grade level, along with the number of weekly 'periods' or instructional 'hours' to be allocated to each subject area (Benavot, 2004; UNESCO-IBE, 2007c).

Figure 2.17: Median yearly instructional time in grades 1–6, based on total number of intended hours, by region



In many developing countries, the availability of textbooks and other reading materials is severely limited

Source: UNESCO-IBE (2007d).

### Sufficient textbooks and learning materials

Pupil access to textbooks is an important factor in what and how much they learn. In many developing countries, the availability of textbooks and other reading materials is severely limited:

- The SACMEQ survey found that over half the grade 6 pupils in Kenya, Malawi, Mozambique, Uganda, the United Republic of Tanzania and Zambia reported learning in classrooms that did not have a single book (UNESCO, 2005a). Few schools provided a bookshelf or reading corner as part of an enabling literate environment (see the discussion above on literacy and literate environments).
- In these and other African countries, between 25% and 40% of teachers reported that they did not possess a book or guide in the subjects they taught (Bonnet, 2007).
- Earlier studies found that in Bolivia, Brazil, Chile, Colombia, Ecuador, Panama, Peru and Venezuela, only about one-third of primary-school pupils had access to textbooks (Montagnes, 2001).

- The pupil/textbook ratio is a significant measure of education quality. Many classrooms in developing countries, especially in poor and rural areas, possess only one textbook, typically kept by the teacher. Students spend most of their time copying textbook content from blackboards to notebooks, which they are expected to memorize. In Liberia, for example, the government recently estimated this ratio at 27:1 in public primary schools, 20:1 in private schools and 15:1 in mission schools (Liberia Ministry of Education, 2007). These conditions are clearly inadequate for proper learning.

The pedagogical difference between one textbook per classroom and one textbook per student should not be underestimated (Heyneman, 2006).

Comparative research has found that students, especially from poorer households, do better on standardized tests when textbooks are present in the classroom (Fuller and Clarke, 1994; Heyneman and Jamison, 1980; Lockheed and Hanushek, 1988). Textbook provision can reduce achievement disparities between urban and rural

**Girls and boys alike need access to clean water and latrines or other sanitary facilities at school**

students (Jamison et al., 1981). These findings have led several international agencies, particularly the World Bank, to increase financial support for textbook development and distribution in many developing countries (Heyneman, 2006). Investments in textbook production, however, have often been one-shot, short-term projects that have done little to sustain local publishing capacity over the long term (Limage, 2005).

**Secure, uncrowded and well-maintained schools**

Retention and learning are hampered when pupils attend school in dilapidated or overcrowded buildings, in noisy or unsafe environments, or, especially, in classrooms that are inadequately supplied or poorly lit and ventilated (Watkins, 2000). Girls and boys alike need access to clean water and latrines or other sanitary facilities at school (US Fund for UNICEF, 2007). In low-income countries the poor quality of education facilities is a long-standing problem. In conflict-ridden countries or areas hit by natural disaster, damage to the education infrastructure may be acute, if often transitory.

Overall, systematic cross-national data about the physical state of schools and classrooms are unavailable. Nonetheless, some idea of the severity of this problem in Africa can be indicated (Bonnet, 2007):

- In the SACMEQ countries, 47% of school buildings were reported to need major repairs or complete rebuilding; only 13% were listed in 'good' condition. The percentage of school buildings needing at least some major repair was highest in Uganda (78%) and Lesotho (67%) and lowest in Mauritius (18%) and Seychelles (38%).
- Overcrowded classrooms where students cannot sit comfortably – i.e. where some lack a chair or bench to sit on (or the seating holds more pupils than intended) and a desk or table to write on – were found to be common in Africa. Countries and territories with relatively large proportions of overcrowded classrooms included Chad, Guinea, Malawi and Zanzibar (the United Republic of Tanzania). Since class sizes tend to be larger in the lower grades of primary school, fewer children sit 'comfortably' in the second year than in the fifth.

- At least 90% of classrooms in most SACMEQ and PASEQ countries had a blackboard and chalk; exceptions were Chad, Mauritania, Uganda and Zambia. The availability of maps, dictionaries, wall charts, bookshelves and geometrical instruments such as rulers and compasses also varied greatly within and across countries.

Schools in conflict-affected countries suffer disproportionately. In Iraq, for example, more than 2,700 schools were looted, damaged or burned in 2003 and require considerable rehabilitation (UNESCO-IBE, 2007a). In Tajikistan the civil war of the early 1990s left 20% of schools destroyed or severely damaged (Silova et al., 2007). Education infrastructure was substantially damaged in Bosnia and Herzegovina, Burundi, Kosovo, Mozambique and Timor-Leste (World Bank, 2005). In post-Soviet Central Asia, education infrastructure seriously deteriorated; many schools fell into disrepair and equipment became outdated (UNICEF, 2001).

The re-emergence of conflict in Liberia in 2001–2003 wrought further damage and destruction on school infrastructure: an estimated 23% of all primary schools were destroyed, while 18% suffered major damage (Liberia Ministry of Education, 2007). In Afghanistan, the burning and bombing of schools and the killing of teachers and students severely affected education provision in some provinces. In 2006, Afghanistan's president stated that 100,000 children who had gone to school in 2003/04 were no longer attending (O'Malley, 2007).

**More and better teachers still needed**

**Teacher shortages in many countries**

The quantity, quality and distribution of the teaching workforce are critical factors for reaching the EFA goals, in particular as regards assuring access to and completion of primary education for all children (goal 2) and meeting their learning needs (goal 6) (ILO, 2006b; UNESCO, 2000a, 2004b). This section examines the extent to which countries face shortages of teachers, especially trained teachers, and the extent of disparities in the distribution of the teaching workforce.<sup>40</sup> The main focus is on primary school teachers, though issues pertaining to secondary school teachers are noted.<sup>41</sup>

40. The gender composition of the workforce is discussed in the section on gender equality.

41. The pre-primary teaching workforce is discussed earlier in this chapter in relation to goal 1.



Worldwide, primary education systems employed about 27 million teachers in 2005, more than one-third in East Asia, where 28% of the world's primary pupils are enrolled (Table 2.18).

Between 1999 and 2005 the total number of primary school teachers in the world increased by 5%, or about 1.3 million teachers. Overall, teacher numbers have grown slightly less rapidly than enrolments (which increased by 6%; see annex, Statistical Table 5). Sub-Saharan Africa, and South and West Asia added about half a million teachers each, the effort being relatively greater for the former region (with a 25% increase) than for the latter (14%). In Central and Eastern Europe, Central Asia and East Asia, declines in staff correspond to declines in enrolments. In secondary education, the total number of teachers increased in all regions except Central and Eastern Europe, and more rapidly than in primary education.

The pupil/teacher ratio measures the level of the total supply of teachers a country provides in relation to the size of the pupil population.<sup>42</sup> Generally, high PTRs (i.e. above 40:1)<sup>43</sup> suggest that countries have too few teachers, that teachers are likely overstretched and that the quality of teaching and learning suffers. In 2005, the worldwide weighted average primary PTR was 25:1, with the average for developing countries being higher than that for countries in transition or developed countries (Table 2.19). Twenty-four of 176 countries with data have PTRs above 40:1; most (twenty) are in sub-Saharan Africa, where the highest ratio is that of the Congo (83:1). Other countries in the region with PTRs above 60:1 are Chad, Ethiopia, Mozambique and Rwanda (see annex, Statistical Table 10A).<sup>44</sup> The remaining four countries with very high ratios are Afghanistan (83:1), Bangladesh, Cambodia and Mauritania. About 20% of the countries with data have ratios below 15:1; most are in North America and Western Europe but a few are in other regions.

42. As has already been noted, the PTR only roughly approximates class size and cannot necessarily be considered an equivalent to it. Among other factors, the ratio takes into account the total number of teachers (including, for instance, distance education teachers). Data for a limited group of countries show that primary PTRs are generally lower than actual class size (UIS database; Bonnet, 2007).

43. Previous editions of this Report use 40:1 as a benchmark, as do recent cross-national projections of teacher needs by UIS (2006c).

44. In Rwanda, projections of the number of student teachers to be trained in teacher-training colleges and colleges of education suggest that recruiting and retaining sufficient teachers of good quality will remain a challenge for at least five more years. To meet the need for teachers, Rwanda is relaxing qualification requirements somewhat (Woods, 2007b).

**Table 2.18: Total teaching staff in primary and secondary education by region, 1999 and 2005**

|                           | Primary               |        |                                  | Secondary             |        |                                  |
|---------------------------|-----------------------|--------|----------------------------------|-----------------------|--------|----------------------------------|
|                           | Total                 |        | Change between 1999 and 2005 (%) | Total                 |        | Change between 1999 and 2005 (%) |
|                           | (000)                 |        |                                  | (000)                 |        |                                  |
|                           | School year ending in |        |                                  | School year ending in |        |                                  |
|                           | 1999                  | 2005   |                                  | 1999                  | 2005   |                                  |
| World                     | 25 724                | 27 048 | 5.1                              | 24 296                | 28 457 | 17.1                             |
| Developing countries      | 20 426                | 21 713 | 6.3                              | 15 111                | 19 049 | 26.1                             |
| Developed countries       | 4 483                 | 4 598  | 2.6                              | 6 296                 | 6 564  | 4.2                              |
| Countries in transition   | 815                   | 738    | -9.5                             | 2 888                 | 2 844  | -1.5                             |
| Sub-Saharan Africa        | 1 964                 | 2 461  | 25.3                             | 871                   | 1 171  | 34.4                             |
| Arab States               | 1 554                 | 1 802  | 16.0                             | 1 387                 | 1 711  | 23.3                             |
| Central Asia              | 322                   | 290    | -9.9                             | 972                   | 1 069  | 10.0                             |
| East Asia and the Pacific | 10 094                | 9 734  | -3.6                             | 7 704                 | 9 116  | 18.3                             |
| East Asia                 | 9 934                 | 9 554  | -3.8                             | 7 476                 | 8 867  | 18.6                             |
| Pacific                   | 160                   | 180    | 12.7                             | 228                   | 249    | 9.3                              |
| South and West Asia       | 4 301                 | 4 889  | 13.7                             | 2 956                 | 4 142  | 40.1                             |
| Latin America/Caribbean   | 2 684                 | 2 971  | 10.7                             | 2 746                 | 3 436  | 25.1                             |
| Caribbean                 | 104                   | 111    | 6.8                              | 53                    | 66     | 25.1                             |
| Latin America             | 2 580                 | 2 861  | 10.9                             | 2 693                 | 3 370  | 25.1                             |
| N. America/W. Europe      | 3 443                 | 3 653  | 6.1                              | 4 487                 | 4 807  | 7.1                              |
| Central/Eastern Europe    | 1 363                 | 1 247  | -8.5                             | 3 172                 | 3 005  | -5.3                             |

Sources: Annex, Statistical Tables 10A and 10B.

Worldwide, average PTRs have remained about the same since Dakar, after a slight decrease during the 1990s. PTRs increased in developing countries, particularly in sub-Saharan Africa (by 8.2% between 1999 and 2005) and in South and West Asia (by 7.6%), the two regions in which enrolments grew the most but in which teacher numbers did not keep pace. In the remaining regions, PTRs improved (declined) in the context of declining enrolments except in the Arab States and the Pacific, where the ratios declined slightly even as enrolments increased.

Primary PTRs declined slightly *before* Dakar, at an average annual rate of 0.5%, but increased *after* Dakar, albeit very slightly (0.2%), primarily because of trends in two regions: in South and West Asia, the average PTR declined before Dakar at an average annual rate of 2.4% but increased by an average of 1.3% a year after Dakar; in sub-Saharan Africa, the PTR increased before and after Dakar with the post-Dakar average annual rate being 1.4%, compared with 1.5% in the 1990s. HIV/AIDS has been a complicating factor, especially in the latter region (Box 2.8), together with a decline in teacher salaries relative to other comparable professions (Moon, 2007; UNESCO-BREDA, 2007).<sup>45</sup>

**Worldwide, average pupil/teacher ratios have remained about the same since Dakar**

45. Teacher migration, particularly that of trained teachers, is also a complicating factor in a few countries such as Jamaica and South Africa (Morgan et al., 2006).

**Table 2.19: Pupil/teacher ratios in primary and secondary education by region, 1991, 1999 and 2005**

|                                  | Primary               |      |      |                      |               | Secondary             |      |                      |
|----------------------------------|-----------------------|------|------|----------------------|---------------|-----------------------|------|----------------------|
|                                  | School year ending in |      |      | Change between       |               | School year ending in |      | Change between       |
|                                  | 1991                  | 1999 | 2005 | 1991 and 1999        | 1999 and 2005 | 1999                  | 2005 | 1999 and 2005        |
|                                  |                       |      |      | (average % per year) |               |                       |      | (average % per year) |
| World                            | 26                    | 25   | 25   | -0.5                 | 0.2           | 18                    | 18   | -0.1                 |
| Developing countries             | 29                    | 27   | 28   | -0.6                 | 0.3           | 21                    | 21   | -0.3                 |
| Developed countries              | 17                    | 16   | 15   | -0.7                 | -1.2          | 13                    | 13   | -0.6                 |
| Countries in transition          | 22                    | 19   | 19   | -1.4                 | -0.7          | 11                    | 10   | -1.8                 |
| Sub-Saharan Africa               | 37                    | 41   | 45   | 1.5                  | 1.4           | 25                    | 28   | 2.6                  |
| Arab States                      | 25                    | 23   | 22   | -0.9                 | -0.7          | 16                    | 17   | 0.2                  |
| Central Asia                     | 21                    | 21   | 21   | -0.1                 | 0.0           | 10                    | 10   | 0.0                  |
| East Asia and the Pacific        | 23                    | 22   | 20   | -1.0                 | -1.0          | 17                    | 18   | 0.3                  |
| East Asia                        | 23                    | 22   | 20   | -1.0                 | -1.0          | 17                    | 18   | 0.3                  |
| Pacific                          | 18                    | 21   | 19   | 1.6                  | -0.9          | 15                    | 14   | -0.5                 |
| South and West Asia              | 45                    | 37   | 39   | -2.4                 | 1.3           | 33                    | 29   | -1.8                 |
| Latin America and the Caribbean  | 25                    | 26   | 23   | 0.8                  | -1.9          | 19                    | 17   | -2.0                 |
| Caribbean                        | 25                    | 24   | 22   | -0.6                 | -1.6          | 22                    | 19   | -1.9                 |
| Latin America                    | 25                    | 26   | 23   | 0.9                  | -1.9          | 19                    | 17   | -2.0                 |
| North America and Western Europe | 16                    | 15   | 14   | -0.4                 | -1.3          | 14                    | 13   | -0.5                 |
| Central and Eastern Europe       | 21                    | 19   | 18   | -1.4                 | -0.6          | 12                    | 12   | -1.2                 |

Notes: Weighted averages. Based on headcounts of pupils and teachers.

Sources: Annex, Statistical Tables 10A, 10B and 13.

In Lesotho and Malawi, about a third of all teacher departures are due to terminal illness, most of it presumably HIV-related

### Box 2.8: Teachers, HIV/AIDS and absenteeism

In sub-Saharan Africa, deaths and resignations due to HIV/AIDS constitute an important cause of teacher attrition. In Lesotho and Malawi, about a third of all teacher departures are due to terminal illness, most of it presumably HIV-related. In Mozambique, in-service deaths increased by about 72% between 2000 and 2004; the HIV infection rate among teachers was about 15% in 2002 and may reach 17% by 2015. In the United Republic of Tanzania, 42% of teacher deaths between 2000 and 2002 were reported to be HIV/AIDS-related. The highest numbers of deaths occurred among the most experienced teachers, aged between 41 and 50.

In addition to its impact on the supply of teachers, HIV/AIDS is a cause of teacher absenteeism, a major concern in developing countries, with serious consequences for instructional time and student achievement. Teacher absenteeism due to the teacher's own illness or to the care of sick relatives may range from 0.1% to more than 3% of overall teacher years, according to estimates for Eritrea, Kenya, Mozambique, the United Republic of Tanzania and Zambia. Other estimates show that infected teachers are likely to be absent and unable to teach for a total of 260 days before dying of HIV/AIDS. In Zambia a 5% increase in teacher absenteeism between 2001 and 2002 reduced grade 5 student achievement in English and Mathematics by 4% to 8%.

Teacher absenteeism can be a pervasive phenomenon even in countries with low prevalence of HIV/AIDS. A study on Brazil (Pernambuco State), Ghana, Morocco and Tunisia showed that instructional time losses due to teacher absenteeism ranged from twelve to forty-three days per year, or between 6% and 22% of official intended instructional time.

Sources: Abadzi (2007); Beckmann and Rai (2004); Das et al. (2005); Jukes and Desai (2005); Phamotse et al. (2006); Nilsson (2003); Smith et al. (2006); UNESCO-BREDA (2007).

At the country level, primary PTRs declined between 1999 and 2005 in 103 (73%) of the 141 countries with data, and increased in the rest (see annex, Statistical Table 10A). Many of the improvements (declines) occurred in countries that already had relatively low PTRs.

Several country trends are notable (see annex, Statistical Table 10A):

- Only two countries with PTRs above the 40:1 benchmark in 1999 had managed by 2005 to dramatically reduce their ratios to below the benchmark: Equatorial Guinea, from 57:1 to 32:1, and Bhutan, from 42:1 to 31:1.<sup>46</sup>
- In Afghanistan, the PTR increase was so large (130%) that it moved the country from a 36:1 ratio in 1999 to 83:1 in 2005. The total teacher workforce rose by 96% but this near doubling was not enough to meet the need generated by a 350% rise in enrolments, including the influx of girls previously excluded from school (UNESCO, 2005a).
- The Congo, Ethiopia, Madagascar, Rwanda and the United Republic of Tanzania had ratios above 40:1 at the time of Dakar and have since experienced increases.<sup>47</sup>
- Benin, Cambodia and Ethiopia still have ratios above 40:1 but have improved since Dakar. Cambodia and Ethiopia, particularly the latter, had high annual rates of increase before Dakar; though the ratios have continued to increase, the pace has slowed since 1999. Benin has reversed the trend: its PTR started to decline after 1999, having previously increased.

National averages often hide large in-country disparities in the distribution of teachers, for example between public and private schools and by geographic area. PTRs tend to be much higher in public than in private schools, pointing to teacher shortages in public schools; according to the UIS database this is the case in Benin, Burundi, Cambodia, Djibouti, Eritrea, Madagascar, Mali, Mauritania, Mozambique, Senegal, Uganda and

the United Republic of Tanzania. Geographic variations are particularly wide in India, Nepal, Nigeria and Sierra Leone (Sherman and Poirier, 2007).

### ***Trained teachers: the most acute shortages***

There are serious teacher shortages in some countries, and shortages of trained teachers (see glossary for definition of trained teachers) that are even more acute.<sup>48</sup> The median percentage of trained primary-school teachers was about 80% or above in Central Asia, Latin America and the Caribbean, and sub-Saharan Africa in 2005, and reached 100% in the Arab States (see annex, Statistical Table 10A). In South and West Asia, the corresponding median was only 64%. Among the eighty-nine countries with 2005 data, the median percentage of trained primary teachers ranged from 14% in Lebanon<sup>49</sup> to about 100% in twenty-five of the countries. Of the forty-three countries with data for both 1999 and 2005, about 50% registered increases in the percentage of trained teachers.

Although useful for studying the composition of the teacher workforce, the percentage of trained teachers does not show the availability of trained teachers relative to the country's pupil population. For this, the pupil/trained-teacher ratio is a more accurate indicator. Compared with the PTR, it can reveal shortages of trained teachers even in countries with no serious shortage of total teachers.

Figure 2.18 shows exceedingly high pupil/trained-teacher ratios (above 100:1) in Afghanistan, Chad, Madagascar, Mozambique and Nepal, and high ones (above 40:1) in twenty-two other countries, more than half of them in sub-Saharan Africa. Seen in this light, the sharp decline in this ratio in Namibia is remarkable. By 2005, more than 90% of primary teachers had the required training, up from 29% in 1999. As a result, the pupil/trained-teacher ratio declined from 109:1 to 33:1. There was a dramatic increase (60%) in the absolute numbers of trained

**National averages often hide large in-country disparities in the distribution of teachers**

46. Gabon, Nigeria, Togo and Zimbabwe had PTRs of 40:1, and small decreases have enabled them to move to ratios below 40:1, though all are still above 35:1.

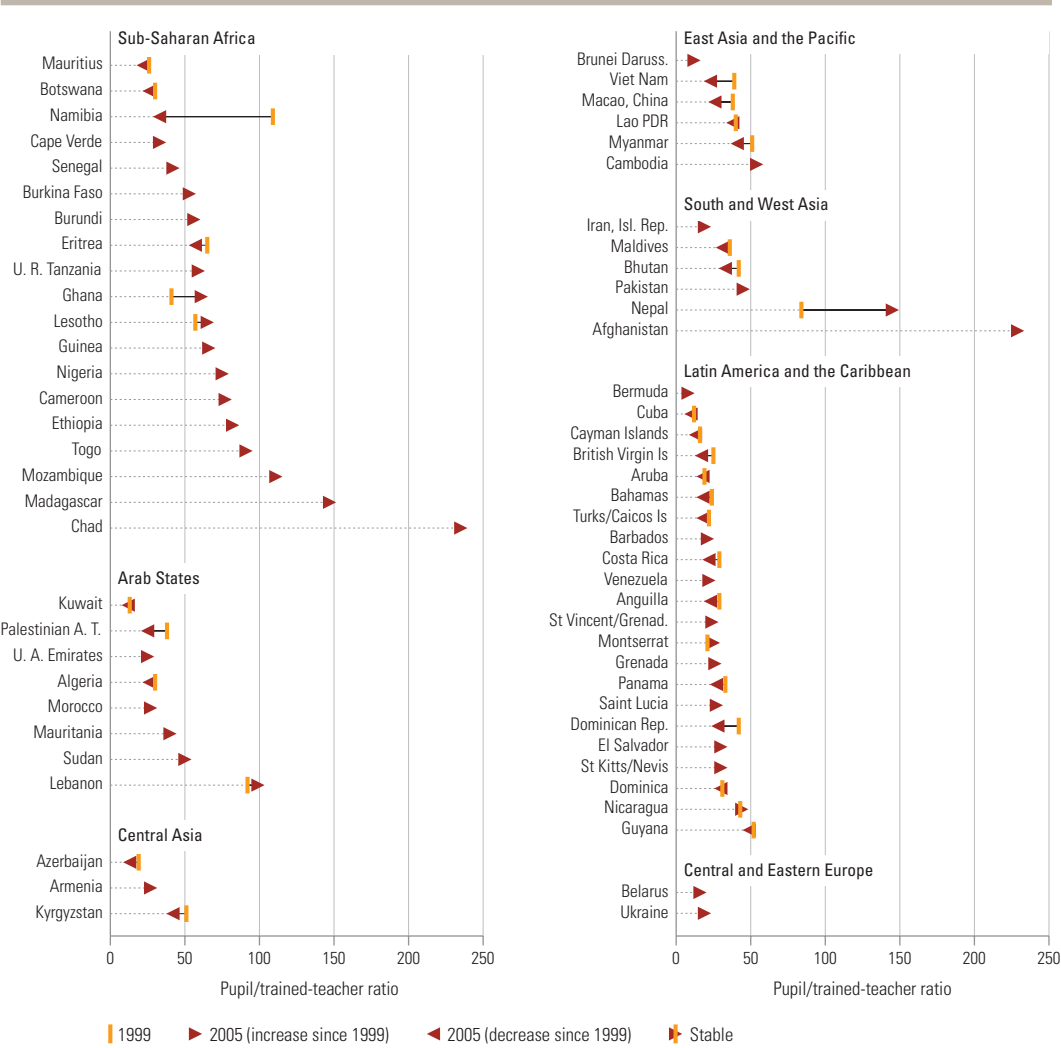
47. In the United Republic of Tanzania, the sharpest increase in PTR is observed in 2002, the year after the country abolished school fees and enrolments grew by 23% (between 2001 and 2002), while total staff increased by only 6%.

48. The percentage of trained teachers does not take into account country variations in the level and duration of the minimum organized training required to become a primary-school teacher. Between 15% and 30% of the countries with data train teachers at secondary level, and in a very few countries in sub-Saharan Africa teachers are trained in lower secondary (UIS, 2006c; UNESCO-IBE, 2007b). Regardless of level, the median duration of teacher training is at least one year shorter in developing countries than in developed (three years) or transition countries (four years). Combining the minimum years of schooling required to enter teacher training and the duration of teacher training, teachers in developing countries have at least two years less of schooling (usually fourteen in total) than teachers in developed countries. In sub-Saharan Africa, the median is thirteen years, the lowest for any region.

49. In Lebanon, the low percentage of trained primary-school teachers is apparently due to the use of a definition of trained teacher that differs from that used by UIS.

Figure 2.18: Ratio of pupils to trained teachers in primary education, 1999 and 2005

In ten countries of sub-Saharan Africa, contract teachers account for 50% of all teachers



teachers between 2000 and 2001, followed by sustained increases of about 15% annually between 2001 and 2005. This significant improvement was due to a policy of upgrading teacher qualifications and replacing untrained teachers with trained ones; the total number of staff increased by only 9% between 1999 and 2005.

**Contract teachers: filling a need, but less trained and experienced**

Hiring more teachers puts strains on education budgets. Many programmes have been introduced to reduce costs; central to each is the intention to hire new teachers (often with less training and experience) on contracts that are less costly

than the salaries received by government or civil-servant teachers.

Table 2.20 shows data for thirteen francophone countries in sub-Saharan Africa that use contract teachers widely.<sup>50</sup> In ten of these countries, contract teachers accounted for nearly or more than 50% of all teachers. In Cameroon, Chad, the Congo and Madagascar, non-civil-servant teachers are mostly community teachers, although in Chad and Madagascar some under contract are subsidized by the government (Bonnet, 2007; Mingat, 2004). In Guinea, the Niger, Senegal and Togo, the vast majority of non-civil-servant teachers are government teachers hired under contract.

50. Contract teachers are also referred as para-teachers, community or volunteer teachers and *docentes idóneos o empíricos*. Cambodia, India, Kenya and Nicaragua have made extensive use of contract teachers but no recent data are available (Duthilleul, 2005).

**Table 2.20: Contract and civil-servant or government teachers in thirteen francophone countries of sub-Saharan Africa**

| Country                 | Year | National data                                     |                    |               | Sample data (PASEC)   |          |                         |          |
|-------------------------|------|---|--------------------|---------------|---|----------|-------------------------|----------|
|                         |      | Contract teachers as a percentage of all teachers |                    |               | Teachers with no training or with less than 1 month of training (%) |          | Mean experience (years) |          |
|                         |      | Government contract                               | Community contract | All contracts | Civil servants  | Contract | Civil servants          | Contract |
| Benin                   | 2004 | 24  | 26                 | 49            |   |          |                         |          |
| Burkina Faso            | 2002 | 24  | 12                 | 36            |   |          |                         |          |
| Cameroon                | 2002 | 20  | 45                 | 65            |   |          |                         |          |
| Chad                    | 2003 |   | 61                 | 61            | 0   | 79       | 10                      | 6        |
| Congo                   | 2003 | 4   | 54                 | 58            |   |          |                         |          |
| Côte d'Ivoire           | 2001 |   | 13                 | 13            |   |          |                         |          |
| Guinea                  | 2004 | 59  |                    | 59            | 1   | 0        | 11                      | 4        |
| Madagascar              | 2004 |   | 54                 | 54            |   |          |                         |          |
| Mali <sup>1</sup>       | 2004 |   |                    | 69            | 0   | 14       | 20                      | 4        |
| Mauritania <sup>2</sup> | 2003 |   |                    |               | 6   | 67       | 9                       | 7        |
| Niger <sup>1</sup>      | 2003 | 50  | 4                  | 54            | 4   | 38       | 11                      | 2        |
| Senegal                 | 2003 | 42  | 15                 | 57            |   |          |                         |          |
| Togo                    | 2001 | 31  | 35                 | 65            | 31  | 82       | 16                      | 6        |

1. Sample data (PASEC) are for 2002.

2. Sample data (PASEC) for Mauritania show that about 6% of 443 teachers sampled are contract teachers.

Sources: National data come from: Benin (Benin Ministry of Primary and Secondary Education, 2004, p. 4); Burkina Faso, Cameroon, Congo, Côte d'Ivoire, Madagascar, Niger, Senegal and Togo (Mingat, 2004, p. 19); Chad (Organisation Internationale de la Francophonie et al., 2006, p. 49); Guinea (World Bank Development Research Group, 2006, p. 70); Mali (Mali Ministry of Education et al., 2006, p. 112). Sample data (PASEC) come from Bonnet (2007).

Except in Guinea, contract teachers are more likely than civil-servant teachers to have either no training or less than one month of training (Table 2.20). In the Niger, nearly half the contract teachers recruited after 1998 received training similar to that of regular teachers (one to two years), while a third have completed only the required minimum training (forty-five days) (Bonnet, 2007). On average contract teachers are less experienced than civil-servant ones.

Contract teacher salaries tend to be one-quarter to one-half of the amount paid to permanent teachers. In Benin, a contract teacher costs US\$705 a year, a community teacher US\$300 and a civil service teacher US\$3,011. In the Niger, where only contract teachers are being recruited, their starting salary is half that of regular teachers (World Bank, 2004d). In Senegal, contract teachers earn less than a fifth of the salary of civil service teachers (Fyfe, 2006). While the financial advantages of hiring teachers under contract are clear, the extended use of contract teachers poses a quality issue for pupils and a labour rights issue for teachers (Education International, 2006; Fyfe, 2006; ILO/UNESCO, 2006).<sup>51</sup> Policies to upgrade and professionalize untrained contract teachers are urgently needed if the provision of quality teachers is to be assured for all.

## Gender parity and equality: not there yet

Goal 5: *Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality*

### The gender parity goal has been missed and gender equality remains elusive

Disparities in primary and secondary education have been reduced since 1999, but not eliminated. In 2005, only 59 (about one-third) of 181 countries with data available had achieved gender parity (i.e. GPIs ranging from 0.97 to 1.03) in their GERS for both primary and secondary education. Most had already achieved parity by 1999 (the exceptions being the Cook Islands, Paraguay and Qatar), and most are developed countries or countries in transition (fourteen in North America and Western Europe, fifteen in Central and Eastern Europe, five in Central Asia), or countries in Latin America and the Caribbean. Only seven countries in East Asia and the Pacific, and two each in sub-Saharan Africa, the Arab States, and South and West Asia, have achieved the EFA gender parity goal.

Contract teacher salaries tend to be one-quarter to one-half of the amount paid to permanent teachers

51. Chapter 3 discusses contract teacher policies further.

In countries where gender disparities still prevail, they are often greater at higher education levels. About 63% of the countries with data have achieved gender parity at primary level, compared with 37% at secondary and less than 3% at tertiary level. Meanwhile, 12% are close to parity at primary level (GPIs of 0.95, 0.96, 1.04 and 1.05), compared with 10% at secondary and 4% at tertiary (Table 2.21). In many parts of the world school environments remain physically unsafe for both boys and girls; teacher attitudes and practices, curricula and textbooks continue to be gender-biased; and while the academic performances of boys and girls are converging, fields of studies and occupational choices remain clustered by gender.

## Gender disparities in primary education: some bright spots

### Access: more girls entering school

Gender disparities in primary education stem first and foremost from disparities in enrolment in the first grade (UNESCO, 2005a). The global average weighted GPI of gross intake rates (the ratio of the girls' GIR to the boys' GIR) rose from 0.91 in 1999 to 0.94 by 2005. The GPI was below this level in sub-Saharan Africa (0.92), South and West Asia (0.92), and Latin America and the Caribbean (0.93), and 0.95 or above in all other regions (Figure 2.19). Of the 175 countries for which data are available, 118 (more than two-thirds) had achieved gender

**Table 2.21: Distribution of countries according to distance from the gender parity goal in primary, secondary and tertiary education, 2005**

|                                  | Disparities in favour of boys/men |  |  | Parity                                   | Disparities in favour of girls/women         |  |                                   | Number of countries in the sample |
|----------------------------------|-----------------------------------|--|--|--|--|--|-----------------------------------|-----------------------------------|
|                                  | Far from the goal: GPI below 0.80 | Intermediate position: GPI between 0.80 and 0.94 | Close to the goal: GPI between 0.95 and 0.96 | Goal achieved: GPI between 0.97 and 1.03 | Close to the goal: GPI between 1.04 and 1.05 | Intermediate position: GPI between 1.06 and 1.25 | Far from the goal: GPI above 1.25 |                                   |
| Primary education                |                                   |  |  |  |  |  |                                   |                                   |
| Sub-Saharan Africa               | 7                                 | 14   | 5  | 14                                       |  |  |                                   | 40                                |
| Arab States                      | 1                                 | 6  | 2  | 11                                       |  |  |                                   | 20                                |
| Central Asia                     |                                   |  | 1  | 7  |  |  |                                   | 8                                 |
| East Asia and the Pacific        |                                   | 7  | 4  | 18                                       |  | 2  | 1                                 | 32                                |
| South and West Asia              | 2                                 | 1  | 1  | 3  |  | 1  |                                   | 8                                 |
| Latin America and the Caribbean  |                                   | 4  | 7  | 26                                       | 2  |  |                                   | 39                                |
| North America and Western Europe |                                   |  | 1  | 22                                       |  |  |                                   | 23                                |
| Central and Eastern Europe       |                                   | 1  |  | 17                                       |  |  |                                   | 18                                |
| Total                            | 10                                | 33   | 21   | 118                                      | 2  | 3  | 1                                 | 188                               |
| Secondary education              |                                   |  |  |  |  |  |                                   |                                   |
| Sub-Saharan Africa               | 15                                | 9  | 2  | 2  | 1  | 4  | 1                                 | 34                                |
| Arab States                      | 3                                 | 5  | 2  | 2  | 3  | 5  |                                   | 20                                |
| Central Asia                     |                                   | 1  | 1  | 5  |  | 1  |                                   | 8                                 |
| East Asia and the Pacific        | 3                                 | 4  | 1  | 10                                       | 3  | 10   |                                   | 31                                |
| South and West Asia              | 2                                 | 3  |  | 2  |  | 1  |                                   | 8                                 |
| Latin America and the Caribbean  |                                   | 3  |  | 18                                       |  | 17   | 1                                 | 39                                |
| North America and Western Europe |                                   | 1  | 2  | 14                                       | 2  | 4  |                                   | 23                                |
| Central and Eastern Europe       |                                   | 2  | 2  | 14                                       |  |  |                                   | 18                                |
| Total                            | 23                                | 28   | 10   | 67                                       | 9  | 42   | 2                                 | 181                               |
| Tertiary education               |                                   |  |  |  |  |  |                                   |                                   |
| Sub-Saharan Africa               | 22                                | 1  |  | 1  | 1  | 3  | 2                                 | 30                                |
| Arab States                      | 3                                 | 1  |  |  | 1  | 4  | 7                                 | 16                                |
| Central Asia                     | 2                                 | 1  |  |  | 1  | 1  | 3                                 | 8                                 |
| East Asia and the Pacific        | 7                                 | 1  |  | 1  | 1  | 3  | 5                                 | 18                                |
| South and West Asia              | 4                                 | 1  |  |  |  | 1  | 1                                 | 7                                 |
| Latin America and the Caribbean  | 2                                 |  | 1  | 2  |  | 3  | 17                                | 25                                |
| North America and Western Europe |                                   | 1  |  |  |  | 9  | 12                                | 22                                |
| Central and Eastern Europe       | 1                                 |  |  |  |  | 4  | 13                                | 18                                |
| Total                            | 41                                | 6  | 1  | 4  | 4  | 28   | 60                                | 144                               |

Sources: Annex, Statistical Tables 5, 8 and 9A.



parity in intake rates by 2005 (see annex, Statistical Table 4). Overall, gender disparities in access improved between 1999 and 2005, sometimes substantially, particularly in South and West Asia, where the average GPI increased from 0.83 to 0.92.

Progress was particularly noteworthy in Burkina Faso, Djibouti, Ethiopia, Equatorial Guinea, Guinea, India, Nepal, the Niger and Yemen. In Ethiopia and Nepal, the GPI of intake rates increased by more than 30% between 1999 and 2006, from 0.69 to 0.90 and from 0.76 to 1.00, respectively (see annex, Statistical Table 4).

However, significant gender disparities in access continue to affect girls in several countries, with the intake rate for girls less than 80% of that for boys in Afghanistan, the Central African Republic, Chad, the Niger, Pakistan and Yemen. Disparities at the expense of boys exist in a limited number of countries, including the Gambia, Ghana, the Islamic Republic of Iran, Malawi, the Maldives, Sao Tome and Principe, Saudi Arabia, Seychelles, and some Pacific and Caribbean island states, in the last case generally relating to low absolute figures.

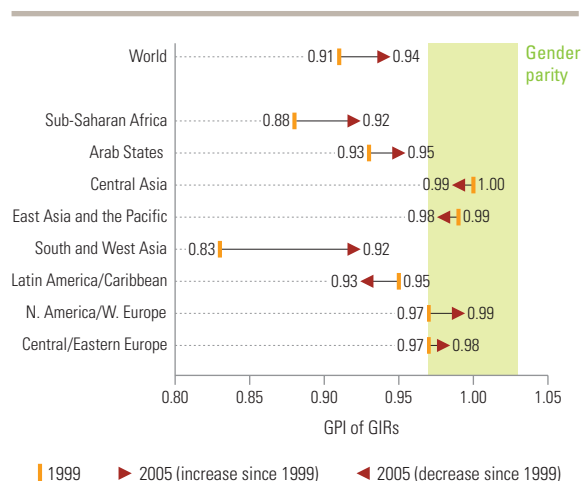
### **School participation of boys and girls: uneven progress**

The global GPI of primary GERs rose from 0.92 in 1999 to 0.95 in 2005 (see annex, Statistical Table 5). By region, however, the trend differed: the greatest progress towards gender parity occurred in South and West Asia – the region with the worst situation in 1999, where the GPI increased from 0.82 to 0.93 – followed by sub-Saharan Africa and the Arab States, each with an increase of three percentage points. In all other regions, the average GPI was close to unity both years.

The post-Dakar trend towards gender parity is steeper for South and West Asia and, to a lesser extent, for sub-Saharan Africa, two of the three regions with the widest disparities in 1991. In the Arab States, progress has slowed (Figure 2.20).

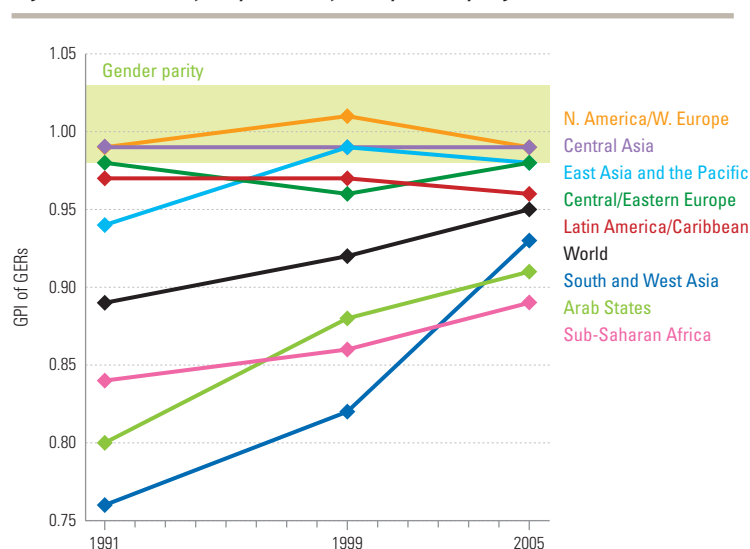
Worldwide, 118 countries out of the 188 with data had achieved gender parity in primary education by 2005 (Map 2.5; see annex, Statistical Table 5). Many other countries have made progress towards the reduction of gender disparities since 1999, particularly Benin, Burkina Faso, Chad, Ethiopia, the Gambia and Guinea in sub-Saharan Africa; Djibouti, Morocco and Yemen among the Arab

**Figure 2.19: Changes in gender disparities in access to primary schooling, by region, between 1999 and 2005**



Source: Annex, Statistical Table 4.

**Figure 2.20: Gender parity index of primary GERs by region, 1991, 1999 and 2005**



Source: Annex, Statistical Table 12.

States; and Afghanistan, India and Nepal in South and West Asia. The female GER in 2005 was still only 80% of the male GER or less, however, in five sub-Saharan African countries (the Central African Republic, Chad, Côte d'Ivoire, the Democratic Republic of the Congo and the Niger) as well as in Afghanistan, Pakistan and Yemen. Many of these countries are fragile states.

Within countries, gender disparities tend to be wider among poorer people than among the more

Map 2.5: Gender parity index in primary gross enrolment ratios, 2005



Notes: The high disparity in favour of girls in the Islamic Republic of Iran is due to the inclusion in primary enrolment data of literacy programmes for adults, where learners are mostly women. See source table for detailed country notes.

Source: Annex, Statistical Table 5.

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by UNESCO. Based on United Nations map.

affluent, in rural than in urban areas and, within the latter, in slum than in non-slum areas (UN-HABITAT, 2006). In Latin America and the Caribbean, gender disparities are generally less significant than those relating to socio-economic factors, place of residence, geography and ethnicity (UNESCO-OREALC, 2007).

### School progression: girls tend to do better

Once they have access to school, girls tend to do better than boys. The few countries where girls repeat more than boys are mostly in sub-Saharan

Africa (Benin, the Central African Republic, Chad, Côte d'Ivoire, the Democratic Republic of the Congo, Guinea, Mali, the Niger, Nigeria, Rwanda, Togo, Uganda and the United Republic of Tanzania) and the Arab States (Jordan, Mauritania, Oman, Saudi Arabia and Sudan), as well as Turkey. Most of the sub-Saharan African countries are those where disparities in enrolment are markedly in favour of boys. Girls do not repeat more than boys in any country of Latin America and the Caribbean or North America and Western Europe.

In all developed countries and a good number of developing ones, survival rates to the last grade of primary education are virtually the same for boys and girls. Overall, in 2004 the same proportions of girls and boys reached the last grade in seventy countries. In fifty-three countries, however, sizeable differences still exist in school survival, often in favour of girls (Table 2.22). This is particularly the case in Latin America and the Caribbean. In sub-Saharan Africa and the Arab States there is roughly the same number of countries with gender gaps in favour of boys as with gaps in favour of girls.

### Gender disparities in secondary education: greater than in primary

Gender disparities are more prevalent and wider in secondary and higher education than at the primary level, but follow more complex patterns. At the secondary level, disparities favouring girls are roughly as frequent (fifty-three countries) as those favouring boys (sixty-one) (see annex, Statistical Table 12). Boys' underachievement in terms of participation and performance is a growing problem (Box 2.9).

The world GPI of the secondary GER was 0.94 in 2005 (Figure 2.21), up from 0.91 in 1999. The pace of reducing gender disparity has been much slower since Dakar than it was between 1991 and 1999, both at a global level and in those regions with the widest disparities in 1991 (the Arab States, East Asia and the Pacific, South and West Asia, and sub-Saharan Africa). Indeed, sub-Saharan Africa moved away from gender parity between 1999 and 2005. This region and South and West Asia combine overall low secondary enrolment with the lowest levels of girls' participation in secondary education at GPIs of 0.83 and 0.79, respectively. Gender disparities are less prevalent in other regions. At 1.08 in Latin America and the Caribbean, the GPI indicates very low participation of boys in secondary education; in eleven countries ninety boys or less are enrolled for every hundred girls.<sup>52</sup> In Suriname, for instance, only seventy-five boys are enrolled in secondary school per hundred girls. Map 2.6 shows the situation at country level.

Overall, the increase in secondary education enrolment discussed above translated into progress towards gender parity in a large majority of

**Table 2.22: Gender disparities in survival rates to the last grade of primary education, 1999 and 2004**

| Higher survival for boys<br>(17 countries) |      |      | Higher survival for girls<br>(36 countries) |      |      |
|--|------|------|---|------|------|
|  | GPI  |      |   | GPI  |      |
|  | 1999 | 2004 |   | 1999 | 2004 |
| <b>Sub-Saharan Africa</b>                  |      |      | <b>Sub-Saharan Africa</b>                   |      |      |
| Togo                                       | ...  | 0.83 | Nigeria                                     | ...  | 1.04 |
| Chad                                       | 0.82 | 0.85 | U. R. Tanzania                              | ...  | 1.04 |
| Mozambique                                 | 0.82 | 0.87 | South Africa                                | 0.96 | 1.06 |
| Mali                                       | 0.93 | 0.88 | Botswana                                    | 1.09 | 1.06 |
| Eritrea                                    | 0.95 | 0.89 | Burundi                                     | ...  | 1.07 |
| Benin                                      | ...  | 0.91 | Gabon                                       | ...  | 1.07 |
| Malawi                                     | 0.88 | 0.91 | Comoros                                     | ...  | 1.07 |
| Guinea                                     | ...  | 0.92 | Namibia                                     | 1.06 | 1.07 |
| Senegal                                    | ...  | 0.93 | Rwanda                                      | ...  | 1.08 |
| Niger                                      | ...  | 0.96 | Ghana                                       | ...  | 1.18 |
|  |      |      | Swaziland                                   | 1.06 | 1.35 |
| <b>Arab States</b>                         |      |      | <b>Arab States</b>                          |      |      |
| Iraq                                       | 0.92 | 0.78 | Algeria                                     | 1.04 | 1.04 |
| Yemen                                      | ...  | 0.83 | Mauritania                                  | ...  | 1.08 |
| Morocco                                    | 1.01 | 0.93 | Lebanon                                     | 1.07 | 1.08 |
| Saudi Arabia                               | ...  | 0.94 |   |      |      |
|  |      |      | <b>Central Asia</b>                         |      |      |
|  |      |      | Mongolia                                    | 1.06 | 1.01 |
|  |      |      | Tajikistan                                  | 0.94 | 1.03 |
| <b>East Asia/Pacific</b>                   |      |      | <b>East Asia/Pacific</b>                    |      |      |
| Indonesia                                  | ...  | 0.94 | Cambodia                                    | 0.87 | 1.05 |
|  |      |      | Myanmar                                     | ...  | 1.06 |
|  |      |      | Philippines                                 | ...  | 1.17 |
|  |      |      | Kiribati                                    | ...  | 1.18 |
| <b>South/West Asia</b>                     |      |      | <b>South/West Asia</b>                      |      |      |
| India                                      | 0.95 | 0.94 | Pakistan                                    | ...  | 1.07 |
|  |      |      | Bangladesh                                  | 1.16 | 1.07 |
|  |      |      | Nepal                                       | 1.10 | 1.10 |
| <b>Latin America/Caribbean</b>             |      |      | <b>Latin America/Caribbean</b>              |      |      |
| Guatemala                                  | 1.08 | 0.94 | Aruba                                       | 0.96 | 1.04 |
|  |      |      | Uruguay                                     | ...  | 1.04 |
|  |      |      | El Salvador                                 | 0.99 | 1.06 |
|  |      |      | Paraguay                                    | 1.06 | 1.06 |
|  |      |      | Colombia                                    | 1.08 | 1.07 |
|  |      |      | Costa Rica                                  | 1.04 | 1.07 |
|  |      |      | Honduras                                    | ...  | 1.08 |
|  |      |      | Trinidad/Tobago                             | ...  | 1.09 |
|  |      |      | Venezuela                                   | 1.09 | 1.10 |
|  |      |      | Jamaica                                     | ...  | 1.10 |
|  |      |      | Nicaragua                                   | 1.20 | 1.11 |
|  |      |      | Turks/Caicos Is                             | ...  | 1.13 |
|  |      |      | <b>N. America/W. Europe</b>                 |      |      |
|  |      |      | Luxembourg                                  | 1.11 | 1.07 |

*Note:* The table does not include countries with GPIs between 0.97 and 1.03. See source table for detailed country notes. The countries with the highest disparities in 2004 (GPI below 0.90 or above 1.10) are highlighted.

*Source:* Annex, Statistical Table 7.

The pace of reducing gender disparity in secondary education has been much slower since Dakar than it was between 1991 and 1999

52. The countries are the British Virgin Islands, Colombia, the Dominican Republic, Honduras, Montserrat, Nicaragua, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Uruguay and Venezuela.

### Box 2.9: Boys' underparticipation in secondary education: background and identity issues

Higher enrolment ratios in secondary education for girls than for boys are increasingly common, especially in OECD and Latin American countries with well-developed education systems, and especially at the upper-secondary level (UNESCO-OREALC, 2007).<sup>53</sup> Boys are more likely to be low-performing students and to repeat grades, and tend to leave school at a younger age than girls (see annex, Statistical Table 8) (UNESCO, 2006a). More generally, boys are more likely to participate in shorter and less academic secondary programmes not leading to tertiary education, and to leave school early to make a living (OECD, 2001; UNESCO, 2005a).

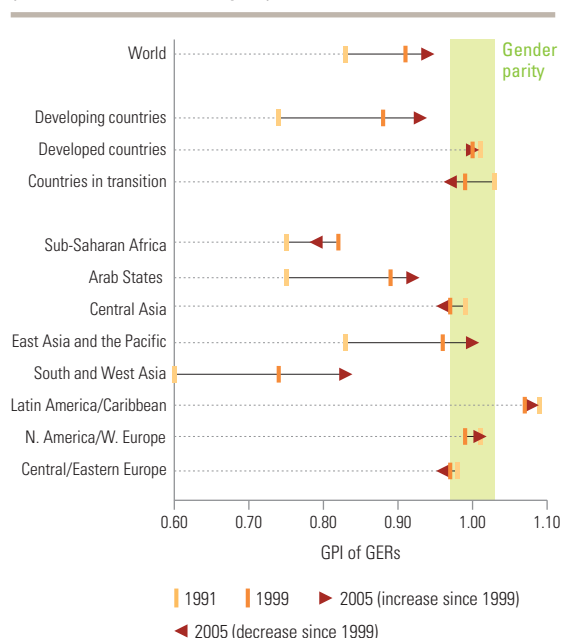
Socio-economic context, occupational practices and gender identity all appear to play a role in keeping boys away from school. Lesotho, for example, has a tradition of boys herding livestock, which is considered a good way to socialize the male child and make him a responsible member of his family and society (Jha and Kelleher, 2006). Most young male herders come from poor families and are more likely than

girls to drop out of school in order to work and contribute to family income. Poor boys in Chile are four times more likely to drop out of school and enter the workforce than poor girls (UNICEF, 2005a). Conformity to 'masculine' gender identity that clashes with the demands of increasingly women-centred school systems has emerged as another factor in boys' school disaffection and underachievement, for instance in Australia and Jamaica (Jha and Kelleher, 2006).

Boys' underachievement requires policy attention, but should not divert attention from the continuing issue of low access for girls to primary and secondary education in many developing countries.

<sup>53</sup> Gender disparities at this level reflect an interplay of factors – such as puberty, pregnancy and early marriage, particularly for girls, and household and socio-economic backgrounds – that have a great impact on upper secondary participation and retention (UNESCO, 2006a).

**Figure 2.21: Changes in gender disparities in secondary gross enrolment ratios by region, 1991, 1999 and 2005**



Source: Annex, Statistical Table 12.

in Benin, Cambodia, Chad, the Gambia, Guinea, Nepal, Togo, Uganda and Yemen, all with increases in their GPI above 20%.

### In tertiary education, gender disparities are the norm

Only Botswana, China, Mexico and Peru had achieved gender parity at the tertiary level by 2005, out of 144 countries with data.<sup>54</sup> Worldwide, many more women than men were enrolled in higher education institutions in 2005: the average GPI was 1.05, a major reversal since 1999 when the tertiary GPI was 0.96, in favour of men (Figure 2.22). In developed countries and countries in transition, the GPI is now close to 1.30, and gender disparities favouring men are now limited to two regions and a subregion: sub-Saharan Africa, where the average GPI worsened between 1999 and 2005 to 0.68; South and West Asia, at 0.74; and East Asia, at 0.92. The expansion of tertiary education between 1999 and 2005 particularly benefited women (see annex, Statistical Table 9A). In countries where gender disparities disadvantaged women, their situation has often improved substantially, with the GPI rising by 20% or above.<sup>55</sup> This positive trend should not obscure the deterioration of women's position in several other countries where their presence was already marginal: gender disparities favouring men increased substantially between 1999 and 2005 in Burundi, the Congo, Djibouti, the Gambia, Nigeria, Viet Nam and, to a lesser extent, Macao (China).

53. Countries where gender parity was achieved between 1999 and 2005 are Barbados, Belarus, Belize, Bolivia, Chile, the Cook Islands, Cuba, the Czech Republic, Estonia, Greece, Iceland, Latvia, the Netherlands, Paraguay, Peru, Qatar, Seychelles, Sweden and Viet Nam. For Sweden this outcome is the result of the exclusion of adult education from secondary education statistics.

54. Gender parity in tertiary education is not an EFA goal but is included in the Millennium Development Goals.

55. This was the case in Azerbaijan, Botswana, Burkina Faso, Ethiopia, the Islamic Republic of Iran, the Lao People's Democratic Republic, Malawi, Mauritius, Swaziland, Switzerland, Tunisia, Uganda, the United Republic of Tanzania and Yemen. In the Islamic Republic of Iran, Mauritius, the Palestinian Autonomous Territories, Swaziland and Tunisia the tremendous improvement has led to women's overrepresentation in tertiary education.

Map 2.6: Gender parity index in secondary gross enrolment ratios, 2005



Note: See source table for detailed country notes.

Source: Annex, Statistical Table 12.

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by UNESCO.

Based on United Nations map.

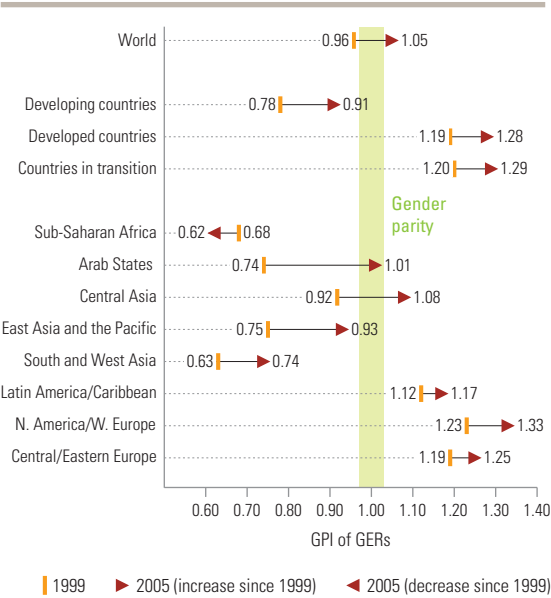
## Beyond parity is gender equality, subtler and harder to achieve

Achieving gender equality will require a determined effort to move beyond mere parity by adopting behavioural and other changes that can bring about an enabling environment in which everyone, female and male, thrives (Stromquist, 2007) through:

- safe and non-discriminatory school environments;
- the presence of enough female teachers to act as role models, especially in countries with greater disparities in favour of boys, as well as unbiased teacher-based dynamics in the classroom and teacher training in gender issues;
- unbiased learning content;
- an absence of significant gender differences in learning outcomes;
- less gendered choice of subjects in tertiary education.



Figure 2.22: Change in gender disparities in tertiary gross enrolment ratios by region, 1999 to 2005



Source: Annex, Statistical Table 9A.

**Needed: safe and supportive school environments for both boys and girls**

The Dakar Framework for Action (UNESCO, 2000a) called for schools to be safe and gender-supportive places for children.<sup>56</sup> Yet physical and psychological violence by teachers and other staff, and by children themselves, and sexual violence and harassment are still commonly found in schools (Pinheiro, 2006). Corporal punishment is often used to discipline students and to penalize unsatisfactory performance, and sometimes even for reasons beyond students' control, such as parents' failure to pay school fees. Bullying is another type of violence affecting both boys and girls.

Boys are more likely than girls to experience frequent and severe physical violence. A study of primary, junior high and high schools in Israel showed that gender was a stronger predictor of violence than ethnicity or culture (Benbenishty and Astor, 2005). Boys experience more physical victimization than girls and this violence intensifies during the transition from primary to lower secondary school. A survey in six provinces in China found that boys were 2.5 times more likely than girls to be punished (Pinheiro, 2006). They are also more likely than girls to engage in verbal violence (Baudino, 2007).

On the other hand, girls are more subject to sexual violence and sexual harassment, although boys also fall victim. A comparative study in Ghana, Malawi and Zimbabwe showed that many girls reported receiving aggressive sexual advances from older male students and male teachers. Teachers tended to accept boys' sexual harassment of girls as 'part of growing up' (Leach, 2006). Male teachers often traded preferential treatment in class and higher grades on tests for sexual favours from female students.<sup>57</sup> In Uganda a coeducational secondary school was characterized by verbal sexual harassment of girls, who were treated as sex objects through degrading graffiti messages, were touched on all parts of their bodies, were talked about in sexual terms, received abusive letters and felt forced to have sex (Mirembe and Davies, 2001).

Sexual violence in school is also reported in other regions. Sexual abuse of girls often goes unreported in Japan, due in part to a girl's shame if she comes forward. Sexual coercion in exchange for better grades has been documented in some Latin American countries (the Dominican Republic, Guatemala, Honduras, Mexico, Nicaragua and Panama). Cases of sexual abuse of boys by male clerics in religious schools have been reported in Europe and North America, amounting to 10,700 children in the United States alone in the past five decades (Pinheiro, 2006).

Violence in schools seriously affects pupils' physical and mental health and the development of social and cognitive skills, often resulting in poor academic achievement. Sexual harassment of girls often results in low self-esteem, poor levels of participation in learning activities, dropout and even suicide (Vally, 2003). It can lead to early and unwanted pregnancy and the spread of sexually transmitted diseases, including HIV/AIDS, with direct impact on school attendance.

The physical environment of schools is as important as school safety for girls' participation, especially after the onset of puberty. In sub-Saharan Africa, half the female dropouts in primary school are due to poor water and the lack of separate latrines (UNICEF, 2005b). The total lack of latrines and washrooms affects girls' school attendance in rural Peru (Cueto and Secada, 2004). Nearly all of Uganda's primary schools do not have enough latrines for the number of students, and only one-third have separate latrines for girls (IMF, 2005). Improving school environments to target girls'

56. This section relies heavily on Pinheiro (2006) and Stromquist (2007).

57. A study by the Global School-based Student Health Survey, cited in Pinheiro (2006), further documents the extent of the incidence of sexual abuse in countries including Namibia, Swaziland, Uganda, Zambia and Zimbabwe, where between 9% and 30% of pupils were found to have been physically forced to have sex, girls more often than boys.



needs can help increase demand for education among girls; in Bangladesh, for example, an 11% increase in female enrolment followed a UNICEF school sanitation programme (UNDP, 2006).

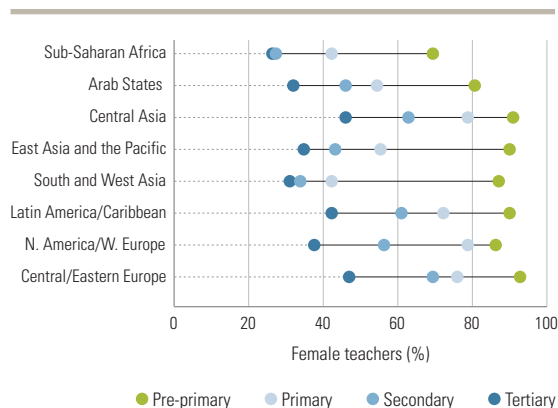
### **Needed: female teachers and unbiased teacher-pupil dynamics**

*Female teachers help assure girls' access, but not equality.* The share of women on the teaching staff varies by level of education, with female teachers overrepresented in pre-primary education (the world average was 94% in 2005) compared with primary (62%), secondary (53%) and tertiary (41%) (Figure 2.23). Teaching has been associated with women's traditional caring roles, which explains the high share of female teachers at this level.

Teachers whose personal characteristics match those of under-represented pupils act as powerful identification and role models, provided they are aware of the many social and learning biases that exist and act to overcome them. While the availability of female teachers plays a significant role in ensuring that all girls have access to and participate in school, as well as in achieving gender parity in primary education (UNESCO, 2003b), that alone does not guarantee gender equality in socialization processes in school. Female teachers in Guinea, for example, provided girls with rare role models of women who had completed school, yet their presence did not guarantee greater class participation by girls (Anderson-Levitt et al., 1998).

*Teacher attitudes and perceptions reveal harmful biases.* Sexist practices by teachers persist in many countries (see Meana, 2003, for a discussion of Africa, for example). Boys generally enjoy more challenging interactions with teachers, dominate classroom activities and receive more attention than do girls. In the United States, such favouritism was found in the 1980s and 1990s (American Association of University Women, 1992) and continues today (Klein et al., 2007). Teachers in English classes in France pay relatively less attention to girls and tend to ask them shorter and less detailed questions than they ask boys (Baudino, 2007). In other instances, teacher perceptions may favour girls. A study of eight teachers in secondary schools in Australia showed that teachers portrayed girls as being more 'open' to new ideas while boys were 'closed off', as being 'in control' versus boys being 'out of control' and as 'mature' compared with boys as 'immature' (Allard, 2004).

**Figure 2.23: Percentage of female teachers by level of education and region, 2005**



Sources: Annex, Statistical Tables 10A and 10B.

*Teacher expectations are different for boys and girls.* There is evidence that teacher expectations – firm notions of future outcomes – tend to create inequalities in social interaction, which in turn affect performance (Cohen, 1986). One frequently cited finding at both primary and secondary level is that teachers see girls as succeeding through quiet diligence and hard work, and boys as more 'naturally clever' (Skelton, 2005). Rural teachers in Kenya, Malawi and Rwanda have low expectations of female students, often giving more attention to boys and even ignoring girls in the classroom (Mungai, 2002).

*Teacher-pupil interactions perpetuate differences.* Learning opportunity structures – i.e. who speaks during an interaction and who is authorized to take a turn – tend to favour boys (Brenner, 1998). Boys continue to command more teacher attention, praise, criticism and constructive feedback than do girls in countries as varied as Peru (Espinosa, 2006), Sweden (Einarsson and Granström, 2004) and the United States (Jones and Dindia, 2004). A longitudinal study of secondary schools in Ireland shows that teachers interact more with boys, express greater acceptance of their contributions and answers, engage in higher-order questions with boys, and offer them greater praise and reinforcement. The gender makeup of classes affects interactions, with girls tending to participate more when they represent the majority (Drudy and Chatáin, 2002). The lower frequency and quality of teacher interactions with girls affects equality of opportunity, which is likely to diminish a girl's sense of self-esteem and self-reliance.

**Boys generally dominate classroom activities and receive more attention from teachers than do girls**

**Analyses  
of textbooks  
in the past  
thirty-five years  
consistently point  
to gender biases  
against girls  
and women**

Both teachers and students contribute to a pattern that gives girls fewer opportunities to participate actively in class (Brenner, 1998). In Peruvian primary schools, teachers requested about the same level of participation from boys and girls, but male pupils initiated two-thirds of the student participation (Espinosa, 2006). Often, neither girls nor boys realize that boys participate more (Patchen, 2006).

*Greater attention to gender training for teachers would help.*<sup>58</sup> Education reform since the 1990s has tended to emphasize student performance and achievement. Consequently, most efforts to improve classroom and teacher practices concentrate on teaching reading and mathematics. Less attention has been devoted to incorporating a gender development dimension in teacher training (Skelton, 2005), even in countries where efforts to combat gender inequalities and sexist behaviour have been made, such as Belgium, France and Switzerland (see Baudino, 2007). Teachers need to understand how gender interacts with their own identity before they can recognize their own and students' attitudes, perceptions and expectations. Training that promotes such understanding takes time and is still relatively rare. In French-speaking Africa, for example, the overwhelming need to train large numbers of teachers has resulted in relatively little attention being given to raising teacher awareness of gender-based discrimination (Baudino, 2007; Muito, 2004).

Little progress has been made in Latin America to integrate gender into the teacher-training curriculum and to introduce gender sensitivity evaluation of participants (Hexagrama Consultora, 2006; Schulmeyer, 2004). One positive example, however, is that of Peru, where training in gender-sensitive sex education between 1996 and 2002 reached 11% of primary and secondary school teachers (Montoya, 2003).

***Needed: learning content that promotes real gender equality***

In most countries, official curricula tend to cover the same subjects for girls and boys and to give them similar emphasis, a tendency that has been relatively stable since the 1990s. In a few developing countries, however, the curriculum is still differentiated for girls and boys, with girls receiving more information on family life and home science, and boys on productive skills and sports (for Uganda, see Mirembe and Davies, 2001). Sex education is on the increase but generally remains

very detached from the reality of adolescent sexual behaviour (Box 2.10).

*Textbooks: more to do, despite improvement.*<sup>59</sup>

Content analyses of textbooks in the past thirty-five years consistently point to gender biases against girls and women regardless of education level, subject matter, country, region, gender parity level or countries' income and development levels.

However measured – in lines of text, proportions of named characters, mentions in titles, citations in indexes – girls and women are under-represented in textbooks and curricula. In India, more than half the illustrations in the average primary school English, Hindi, mathematics, science and social studies textbooks depict only males, and only 6% show just females (F.B. Ahmed, 2006). In Chinese pre-primary and primary textbooks, males are disproportionately represented, and females appear frequently only in reading materials for very young children. The proportion of male characters rises from 48% in books for 4-year-olds to 61% in those for 6-year-olds (Shi and Ross, 2002). A study of mathematics textbooks in Cameroon, Côte d'Ivoire, Togo and Tunisia found the proportion of female characters in written material to be below 30% in each country (Baudino, 2007; Cromer and Brugeilles, 2006).

Both genders are still generally shown in highly stereotyped household and occupational roles, with stereotyped actions, attitudes and traits. Women are portrayed as accommodating, nurturing drudges and girls as passive conformists, while boys and men do almost all the impressive, noble, exciting and fun things, and almost none of the caring or 'feminine' acts or jobs. In the six mathematics books used in primary schools in India, men dominate activities representing commercial, occupational and marketing situations, with not a single woman depicted as a shopkeeper, merchant, executive, engineer or seller (Friends of Education, cited in F.B. Ahmed, 2006). In social studies texts in China, 100% of scientists and soldiers are male while 100% of teachers and 75% of service personnel are female (Yi, 2002). Females represent only about one-fifth of the historical characters in the twelve-volume elementary Chinese textbooks, and appear dull and lifeless in comparison with the more vibrant males (Guo and Zhou, 2002).

Evidence on whether countries have improved gender equality in textbooks and curricula since

58. This section draws extensively on Baudino (2007) and Stromquist (2007).

59. This section draws extensively on Blumberg (2007).

Dakar is very limited, and most prevalent in scholarly work in Europe and the United States. Studies reveal an extremely slow pace of change in the elimination of gender bias in textbooks (Blumberg, 2007). The most blatant examples of sexism do seem to have disappeared or been muted, although sexist learning materials remain prevalent. Furthermore, most textbooks largely or wholly ignore the changes in women's position in society in recent decades (Blumberg, 2007).

### **Needed: greater gender equality of learning outcomes**

Data from large international and regional assessments underscore three major trends in language, math and science achievement (Ma, 2007) (Table 2.23):

- Girls consistently perform better than boys in language test scores in all international and regional student assessments. Girls outperform boys even in countries with significant gender disparities in enrolment, as in many Arab States.
- Although boys have long outperformed girls in mathematics, in most surveys at all grades, differences in favour of girls are appearing, for example in Iceland (PISA) and Seychelles (SACMEQ). For the first time in IEA history, gender differences in favour of girls have been observed in Armenia, the Philippines and the Republic of Moldova. In TIMSS 2003, as many countries showed gender differences in favour of girls as in favour of boys (Ma, 2007).
- Boys maintain a comfortable advantage in science, though this declined in TIMSS between 1999 and 2003.

Challenges regarding gender equality in learning outcomes vary by country, grade and subject (Table 2.24). Seychelles faces the greatest challenges among the southern and eastern African countries that participated in SACMEQ II, with gender differences cutting across school subjects (Ma, 2007). PIRLS identifies Belize, the Islamic Republic of Iran, Kuwait and New Zealand as the countries facing the greatest challenges in improving gender equality in language achievement. In PISA 2003, major gender differences in learning outcomes are noted in East Asia and Western Europe, which consistently produced the participant countries with the largest gender differences in favour of boys, particularly in mathematics. For

### **Box 2.10: Sex education: hindered by gender stereotypes**

A critical curriculum area from a gender perspective is sex education, which is receiving greater attention than in the past. Sex education programmes in many countries are criticized for ignoring the power-laden gender dynamics that accompany sexual relations; for excluding the notion of women's desire; and, more generally, for treating certain aspects of sexuality very differently for girls and boys. As Ashcraft (2006) notes, sex education often provides instructions to say no and to resist boys' attempts, but does not say anything about what happens when girls say yes. Excluding the social relations of gender leads to a superficial treatment of sexuality, usually limiting it to a health issue or seeing it as a threat to well-being through sexually transmitted diseases (Hexagrama Consultora, 2006), or, as in Chile, focusing excessively on adolescent pregnancy. Sex education in community junior secondary schools in Botswana reproduces stereotypes about attributes that society ascribes to boys and girls. Teachers marginalize girls' sexuality by making references and citing examples that appeal to boys' experience and their sexuality. Boys invoke religion, language, proverbs and biological attributes to legitimize male power and dominance in sex education classes (Chilisa, 2002).

Sources: Baudino (2007); Stromquist (2007).

**Table 2.23: Gender differences in school subjects and grade levels as reported in recent international and regional student assessments**

|                           | Language    |             | Mathematics |             | Science     |             | Average by grade |             |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|-------------|
|                           | Boys        | Girls       | Boys        | Girls       | Boys        | Girls       | Boys             | Girls       |
| <b>2nd grade</b>          |             |             |             |             |             |             | <b>0.25</b>      | <b>0.19</b> |
| PASEC                     | 0.00        | 0.25        | 0.50        | 0.13        |             |             |                  |             |
| <b>4th grade</b>          |             |             |             |             |             |             | <b>0.15</b>      | <b>0.43</b> |
| PIRLS                     | 0.00        | 1.00        |             |             |             |             |                  |             |
| TIMSS 2003                |             |             | 0.24        | 0.12        | 0.20        | 0.16        |                  |             |
| <b>5th grade</b>          |             |             |             |             |             |             | <b>0.32</b>      | <b>0.07</b> |
| PASEC                     | 0.13        | 0.13        | 0.50        | 0.00        |             |             |                  |             |
| <b>6th grade</b>          |             |             |             |             |             |             | <b>0.22</b>      | <b>0.18</b> |
| SACMEQ II                 | 0.07        | 0.29        | 0.36        | 0.07        |             |             |                  |             |
| <b>8th grade</b>          |             |             |             |             |             |             | <b>0.36</b>      | <b>0.29</b> |
| PISA 2003                 | 0.00        | 1.00        | 0.70        | 0.03        | 0.33        | 0.08        |                  |             |
| TIMSS 2003                |             |             | 0.20        | 0.20        | 0.59        | 0.15        |                  |             |
| <b>Average by subject</b> | <b>0.04</b> | <b>0.53</b> | <b>0.42</b> | <b>0.09</b> | <b>0.37</b> | <b>0.13</b> |                  |             |

Notes: Each value in the table is an index for boys or girls calculated for each assessment (regional or international) as the percentage of participating countries with gender differences in favour of boys and girls. Integrating across grade level and school subjects, an average index is then calculated for each school subject and each grade level. Percentages in the table can be interpreted as simple probabilities indicating how likely gender differences would appear in favour of boys or girls.

Source: Ma (2007).

example, Liechtenstein and the Republic of Korea show greater gender differences than other countries cutting across school subjects (mathematics and science). In TIMSS 2003, Bahrain, the Philippines and the Republic of Moldova had

**Table 2.24: Countries with the largest gender differences in learning outcomes in the latest regional and international student assessments**

|                   | Language        | Mathematics    | Science         |
|-------------------|-----------------|----------------|-----------------|
| <b>PASEC</b>      |                 |                |                 |
| 2nd grade         | Burkina Faso    | Senegal        |                 |
|                   | Madagascar      | Chad           |                 |
|                   |                 | Mali           |                 |
| 5th grade         | Mali            | Mali           |                 |
|                   | Madagascar      | Burkina Faso   |                 |
|                   |                 | Niger          |                 |
|                   |                 | Senegal        |                 |
| <b>SACMEQ II</b>  |                 |                |                 |
| 6th grade         | Seychelles      | Seychelles     |                 |
|                   | Botswana        | U. R. Tanzania |                 |
|                   | South Africa    | Kenya          |                 |
| <b>PIRLS</b>      |                 |                |                 |
| 4th grade         | Kuwait          |                |                 |
|                   | Belize          |                |                 |
|                   | Iran, Isl. Rep. |                |                 |
|                   | New Zealand     |                |                 |
| <b>PISA 2003</b>  |                 |                |                 |
| 8th grade         | Iceland         | Liechtenstein  | Liechtenstein   |
|                   | Norway          | Rep. of Korea  | Rep. of Korea   |
|                   | Austria         | Macao (China)  | Denmark         |
|                   |                 |                |                 |
| <b>TIMSS 2003</b> |                 |                |                 |
| 4th grade         |                 | Armenia        | Iran, Isl. Rep. |
|                   |                 | Philippines    | Philippines     |
|                   |                 | Rep. Moldova   | Rep. Moldova    |
|                   |                 | Scotland (UK)  |                 |
|                   |                 |                |                 |
| 8th grade         |                 | Bahrain        | Ghana           |
|                   |                 | Jordan         | Bahrain         |
|                   |                 | Tunisia        | Chile           |
|                   |                 |                |                 |

Note: Countries within each category are ranked in descending order of gender differences in learning outcomes.

Source: Ma (2007).

How boys and girls learn in school can be influenced by school policies and classroom practices aimed at reducing gender differences

gender differences cutting across school subjects (mathematics and science) (Ma, 2007).

National assessments show gender differences in learning outcomes that are more or less similar to those in international and regional assessments (Figure 2.24).

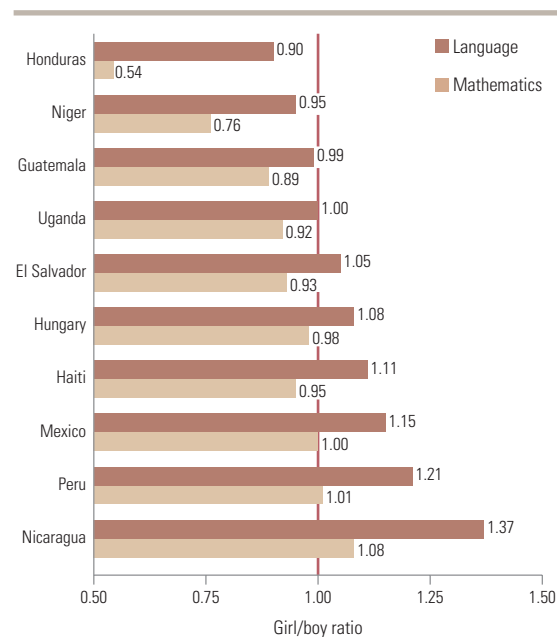
*Understanding how differential treatment affects learning outcomes.* What accounts for gender differences observed in learning outcomes worldwide? Tentative explanations offered in research literature include psychological, individual, family and socio-economic factors. Yet, although there is a psychological basis for a male advantage in non-verbal cognitive skills and for a female

advantage in verbal cognitive skills, the scope and magnitude of these differences are largely a result of how boys and girls learn in school, and can thus be influenced by school policies and classroom practices aimed at reducing gender differences (Ma, 2007).

The key determinant of gender differences in learning outcomes is teachers' different treatment of boys and girls in the classroom, especially when home practices are reinforced. In language classes, for instance, teachers often encourage girls to articulate their feelings but boys to repress theirs, in line with the stereotypical masculine qualities (see Gambell and Hunter, 2000), thus developing the language abilities of girls but limiting those of boys. In an international comparative study of 9- and 14-year-old students, Elley (1992) found that gender differences in narrative, expository and overall reading were particularly pronounced in countries with high shares of female teachers. She concluded that the predominance of female teachers as role models in language classrooms might reinforce certain classroom interactions in favour of girls.

In mathematics, teachers are more likely to attribute good performance by boys to ability. They also tend

**Figure 2.24: Gender differences in language and mathematics in grade 6 as reported in national student assessments**



Sources: Haiti (Desse, 2005); Hungary (Balázsi, 2007); Latin America (Murillo, 2007); Niger (Fomba, 2006; Georges, 2000); Uganda (Uganda National Examinations Board, 2006).

to believe that boys are more likely to enjoy mathematics and that they are more competitive, logical and independent than girls. As a result, teachers interact more with boys than with girls in mathematics classes (Fennema and Peterson, 1985). Leach (2006) concluded that girls' low participation in and negative attitudes towards mathematics and science stem mainly from their teachers' beliefs and practices in mathematics and science classes.

Finally, gender stereotypes more generally also affect gender differences in learning outcomes, although such stereotypes take different forms in developed and developing countries. In the developed world, traditional gender stereotypes typically maintain that one gender is better than the other at a certain area of learning, such as language as a female domain and mathematics and science as male domains (Ma, 2007). In the developing world, however, traditional gender stereotypes typically emphasize social roles rather than academic ability. Women in general are seen as deriving their identity and status from conformity to gender-based role expectations as caring mother and dutiful wife. Administrators, teachers, parents and girls themselves thus see no reason or need to pursue such things as intensive study of mathematics and science.

This distinction in gender stereotyping between developed and developing countries may explain why most gender switchovers in mathematics and science achievement, where girls begin to outperform boys, have come from the developing world (Ma, 2007). The Philippines has reported that girls outperform boys in mathematics and science in the fourth and eighth grades. Bahrain, Jordan and Singapore have shown the same phenomenon in mathematics in the eighth grade and the Palestinian Autonomous Territories and Saudi Arabia have recorded them in science in the eighth grade. Very few gender switchovers, however, have been observed in mathematics and science in the developed world.

### ***Needed: equal opportunities for men and women in subject choice***

Recent studies indicate socialization processes in schools have an influential role in orienting girls to particular fields. A study on teacher attitudes and practices in occupational programmes showed how stereotypical teachers were in their advice to and placement of students in their final occupational

fields (Valdivia, 2006). Teachers did consider the job opportunities for each occupation, yet did not question any social stereotypes about conventional fields for men and women.

In most regions, except sub-Saharan Africa, and South and West Asia, women now represent the majority of students enrolled in tertiary education. Despite this progress, women students still tend to be concentrated in traditionally 'feminine' fields.

In most countries for which data are available, women represent less than one-third of tertiary students in science-related fields (engineering, manufacturing and construction, life sciences, physical sciences, mathematics and computing, agriculture) but over two-thirds in humanities, arts, education, social sciences, business and law, services, and health and welfare (Figure 2.25).

In general, the higher the levels of university studies, the more the proportion of female students tends to decrease. Their share is higher in practically oriented programmes of short duration (ISCED level 5B), decreasing in theory-based programmes (ISCED level 5A) and declining still further in advanced research programmes (ISCED level 6) (see annex, Statistical Table 9A). In most OECD countries in 2002, graduation rates from theory-based programmes for females equalled or exceeded those for males, but in all countries except Italy, more males than females earned advanced research qualifications such as doctorates (OECD, 2004b).

**Socialization processes in schools have an influential role in orienting girls to particular fields**

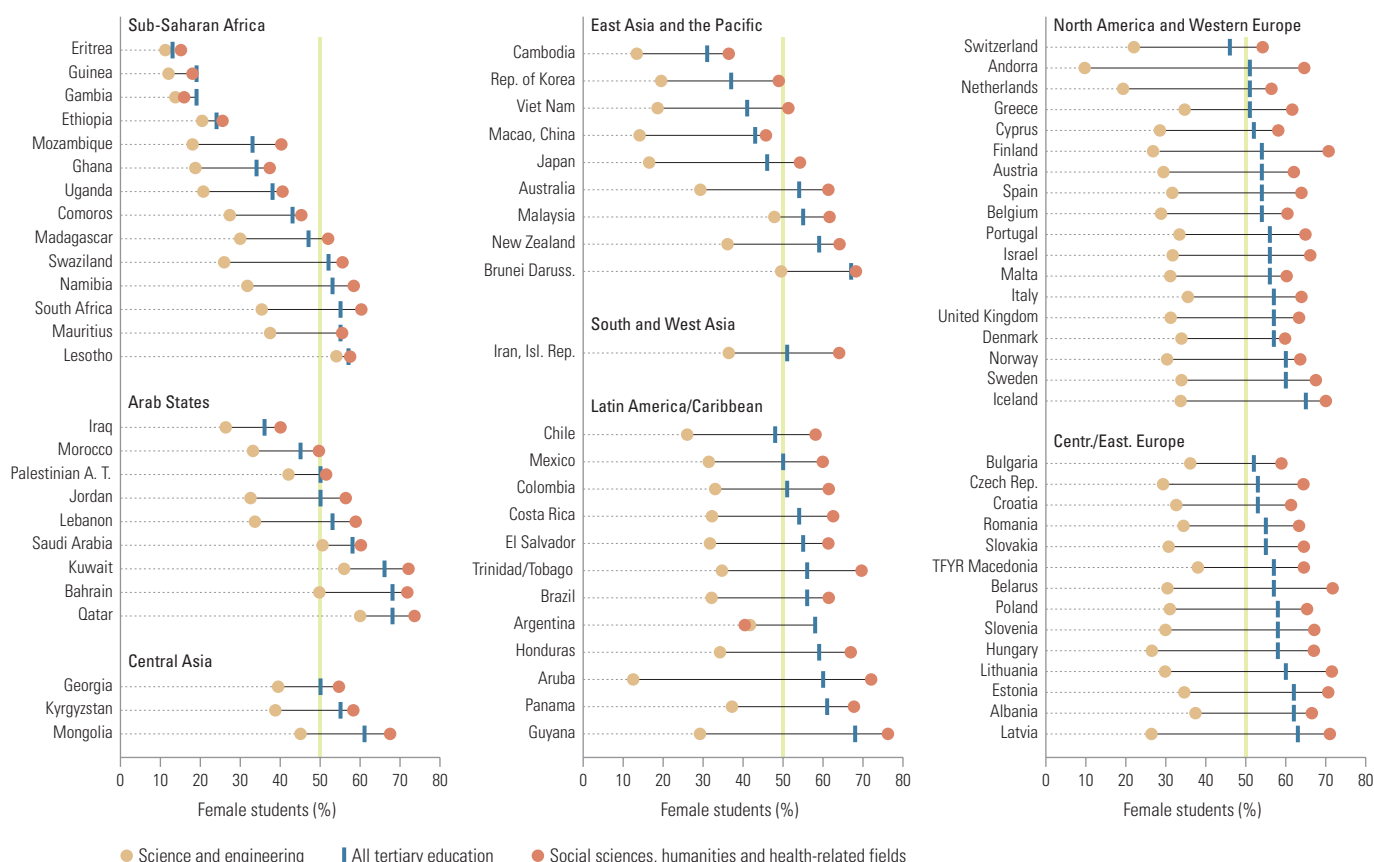
## **Overall Education for All achievement**

Previous sections assessed progress towards each of the six EFA goals individually. This final section assesses achievement of EFA in a more integrated fashion, based on the EFA Development Index (EDI).

### **The EFA Development Index**

While the EDI should ideally reflect all the goals, in practice this remains difficult. Reliable and comparable data pertaining to goal 1 (early childhood education and care) are unavailable for most countries and goal 3 (learning needs of young people and adults) continues to pose measurement and monitoring problems. The EDI thus focuses only on the four most easily quantifiable EFA goals:

Figure 2.25: Female participation in various fields of study in tertiary education, 2005



Note: See source table for detailed country notes.

Source: Annex, Statistical Table 9B.

60. The total primary NER includes children of primary school age who are enrolled in either primary or secondary education.

61. The literacy data used are based on 'conventional' assessment methods – either self- and third-party declarations or educational attainment proxies – and thus should be interpreted with caution; they are not based on any test and may overestimate the actual literacy level.

62. For further explanation of the EDI rationale and methodology, see annex, The Education for All Development Index and the detailed values and rankings for 2005.

63. They include Afghanistan, Angola, the Central African Republic, the Congo, the Democratic Republic of Congo, the Gambia, Haiti, Liberia, Sierra Leone, Somalia and Sudan.

- universal primary education (goal 2), proxied by the total primary net enrolment ratio;<sup>60</sup>
- adult literacy (goal 4), proxied by the literacy rate for those aged 15 and above;<sup>61</sup>
- gender parity and equality (goal 5), proxied by the gender-specific EFA index (GEI), which is an average of the GPIs for primary and secondary gross enrolment ratios and the adult literacy rate;
- quality of education (goal 6), proxied by the survival rate to grade 5.

In conformity with the principle that each goal is equally important if EFA is to be achieved as a whole, the EDI gives equal weight to its four constituents and related measures. The EDI value for a particular country is the arithmetical mean of the four indicators and falls between 0% and 100%,

or between 0 and 1, where 1 would represent full EFA achievement as summarized by the EDI.<sup>62</sup>

Year by year, country coverage is improving, with the number of countries included in the EDI rising from 94 since its introduction in the 2003/4 *EFA Global Monitoring Report* to 129 in the present edition. There are four more countries since the 2007 Report. However, due to important data limitations, there is not yet a global overview of overall EFA achievement. Many countries continue to be excluded from the global EFA picture, among them a number of fragile states, including those in conflict or post-conflict situations which are likely to suffer from low educational development and hence deserve particular attention,<sup>63</sup> but also many countries with weak statistical information systems.

Table 2.25 shows the results of the EDI scores for 2005 by region. Of the 129 countries included:



Table 2.25: Distribution of countries by EDI scores and region, 2005

|                                  | Far from EFA:<br>EDI below<br>0.80 | Intermediate<br>position:<br>EDI between<br>0.80 and 0.94 | Close to EFA:<br>EDI between<br>0.95 and 0.97 | EFA achieved:<br>EDI between<br>0.98 and 1.00 | Subtotal<br>sample | Total<br>number of<br>countries |
|----------------------------------|------------------------------------|---|---|---|--------------------|---------------------------------|
| Sub-Saharan Africa               | 16                                 | 10  | 1   |   | 27                 | 45                              |
| Arab States                      | 4                                  | 10  | 1   |   | 15                 | 20                              |
| Central Asia                     |                                    | 2   | 4   | 1   | 7                  | 9                               |
| East Asia and the Pacific        | 1                                  | 8   | 2   | 1   | 12                 | 33                              |
| South and West Asia              | 4                                  | 2   |   |   | 6                  | 9                               |
| Latin America and the Caribbean  |                                    | 18  | 5   | 3   | 26                 | 41                              |
| North America and Western Europe |                                    | 1   | 2   | 17  | 20                 | 26                              |
| Central and Eastern Europe       |                                    | 2   | 10  | 4   | 16                 | 20                              |
| <b>Total</b>                     | <b>25</b>                          | <b>53</b>   | <b>25</b>                                     | <b>26</b>                                     | <b>129</b>         | <b>203</b>                      |

Source: Annex, The Education for All Development Index, Table 1.

- Fifty-one (about 40% of the total sample) either have achieved, on average, the four most quantifiable EFA goals or are close to doing so, with EDI values of 0.95 or above. Most are in North America and Europe, but this category of high achievers includes countries from all regions except South and West Asia. They often pay equal attention to the issues of access and participation in school, to gender parity, to adult literacy and to retention of children in school.<sup>64</sup> The right to education in these countries goes beyond rhetoric; compulsory education has been established for decades and is rigorously enforced, and education is often free.
- About the same number of countries, fifty-three, representing all eight regions, have EDI values ranging from 0.80 to 0.94. Countries of Latin America and the Caribbean, the Arab States, sub-Saharan Africa, and East Asia and the Pacific are heavily represented in this intermediate EDI group, accounting for 87% of the total. Clearly, many countries in this category do not perform equally well in all four of the EFA goals included in the EDI. While primary enrolment is often high, with total primary NERs above 90% in most countries, the EDI value is pulled down either by low education quality as measured by survival rate to grade 5 (e.g. Ecuador, El Salvador, Honduras, Lesotho, Myanmar, the Philippines, Sao Tome and Principe, Tonga), by low adult literacy levels (e.g. Algeria, Cape Verde, Egypt, Tunisia) or both (e.g. Cambodia, Guatemala, Nicaragua). Obviously, the expansion of primary education is given more attention than are quality and adult literacy (UNESCO, 2004b).

- Twenty-five countries (about one-fifth of all those included in the EDI calculations), several of them characterized as fragile states,<sup>65</sup> are far from achieving EFA as a whole, on average with EDI scores lower than 0.80. About two-thirds of these countries are in sub-Saharan Africa, where several have EDI scores under 0.60 (e.g. Benin, Burkina Faso, Chad, Guinea, Mali, the Niger). Also in the group are some Arab States and several East and South Asia countries, including Bangladesh, India and Pakistan, which, like Nigeria, are E-9 countries.<sup>66</sup> With the exception of Bangladesh, India and Malawi, where about 95% of children of primary school age or above are enrolled in either primary or secondary school, most countries in this low EDI category score low in all the four EFA goals. Primary-school participation is low, adult illiteracy and gender disparities and inequalities in education are pervasive, and education quality is poor, indicating a pressing need for significant improvement across whole the EFA spectrum.

In general, countries doing well on one EFA goal also tend to do well on the others. This implies, however, that countries at low levels of EFA achievement face multiple challenges, which complicates the tasks they must carry out to achieve EFA as a whole. More specifically, these countries must tackle adult illiteracy and gender disparities and inequalities more strongly. As the 2005 *EFA Global Monitoring Report* showed, reducing illiteracy and improving gender parity are the best predictors of EFA overall achievement. The adult literacy rate and the GEI are the indicators that have the strongest associations with the other EDI constituents (UNESCO, 2003).

The number of countries included in the EDI rose from 94 in the 2003/4 *EFA Global Monitoring Report* to 129 in this edition

64. The exceptions are Azerbaijan, Belarus and Latvia, with primary NERs still below 90%, and Bahrain, the only Arab State in this EDI group, where adult literacy remains a challenge.

65. Burundi, Chad, Eritrea, Guinea, the Lao People's Democratic Republic, the Niger, Nigeria and Togo.

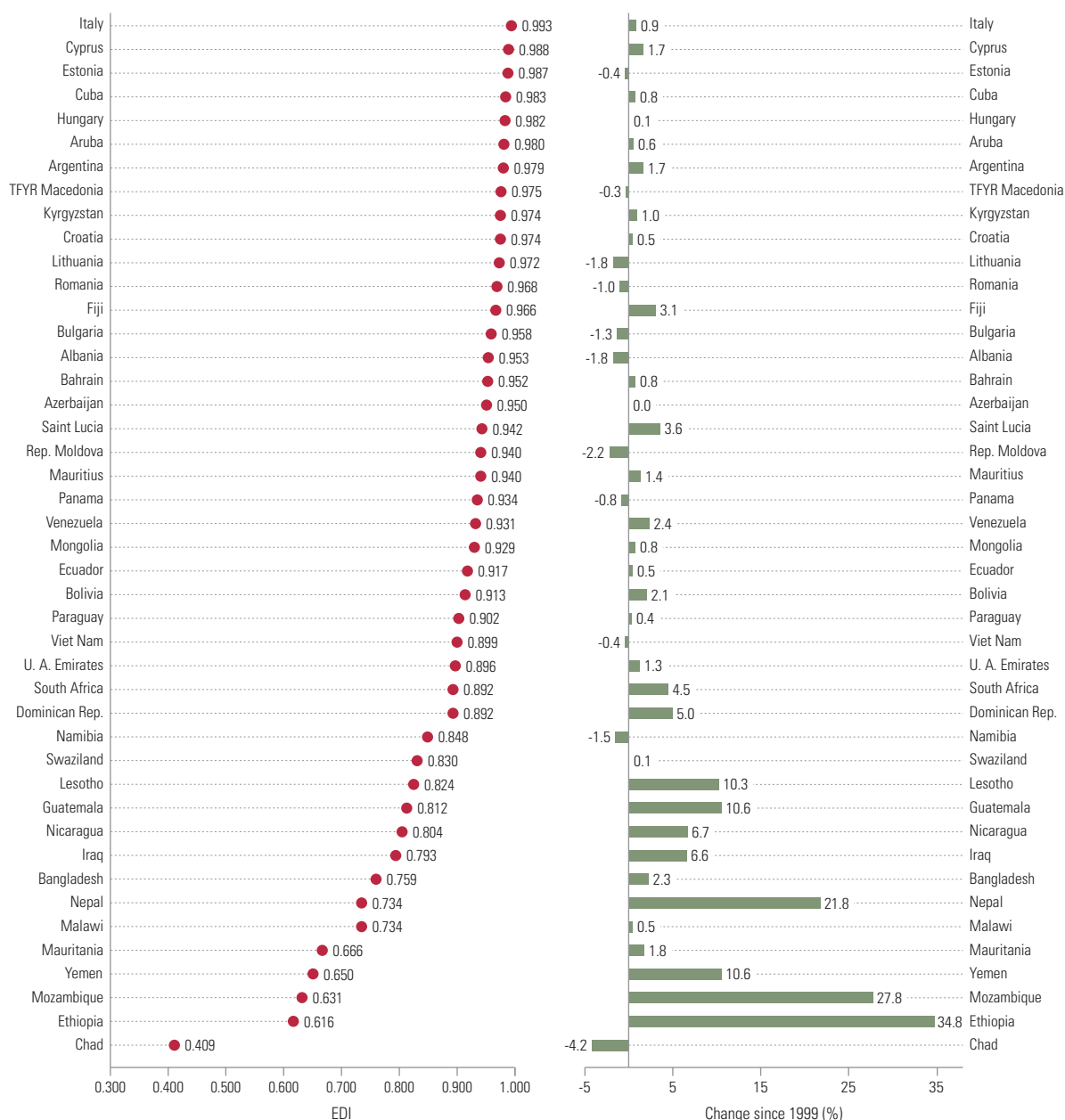
66. The E-9 Initiative was launched in 1993 by nine high-population countries, the four mentioned plus Brazil, China, Egypt, Indonesia and Mexico. See [www.unesco.org/education/e9/index.shtml](http://www.unesco.org/education/e9/index.shtml)

## How are countries moving towards EFA as a whole since Dakar?

Analysis of changes in the EDI between 1999 and 2005 is possible for only 44 of the 129 countries included in the sample for 2005. The EDI increased in 32 countries – about three-quarters of the 44. While the index rose by 3.4% on average (taking into

account both positive and negative changes), progress was substantial in Ethiopia, Guatemala, Lesotho, Mozambique, Nepal and Yemen, where the EDI increased by more than 10% between 1999 and 2005 (Figure 2.26). With the exception of Guatemala, all these countries are in the low EDI category, but they are moving rapidly towards EFA. On the other hand, the EDI declined slightly in the remaining

Figure 2.26: The EDI in 2005 and change since 1999



Note: Only countries with EDI values for 1999 and 2005 are included.  
Source: Annex, The Education for All Development Index, Table 3.

In general, countries doing well on one EFA goal also tend to do well on the others

twelve countries, and decreased by about 2% or more in Albania, Chad, Lithuania and the Republic of Moldova.

In many instances, countries making rapid progress in some indicators did so at the expense of other indicators. Thus, in about two-thirds of the forty-four countries with data for 1999 and 2005, at least one indicator moved in the opposite direction of the others during the period (see annex, The Education for All Development Index, Table A1.3).

Overall, the increase in the total primary NER seems to be the main element responsible for improvement of the EDI between 1999 and 2005, with a mean change (positive and negative) of 6.7% across the forty-four countries, followed by the improvement in gender parity in primary and secondary education, the improvement in adult literacy (3.4%) and the increase in the survival rate to grade 5 (3.1%). The average change in the adult literacy rate was 2.1%.

The increase in the total primary NER was particularly important in most of the countries that experienced significant improvement in the EDI (Ethiopia, Lesotho, Mozambique, Nepal and Yemen). In Ethiopia, the total primary NER more than doubled, from 33% in 1999 to 69% in 2006, while gender parity and school retention also improved, although at a lower pace (by 26% and 19%, respectively).

In most countries that saw low improvement or decline in the EDI, the weak point was the survival rate to grade 5. This was particularly marked in Chad, Malawi and Mauritania; on the other hand, school retention improved substantially in Guatemala, Iraq, Mozambique, Nepal and South Africa. Finally, some countries were able to increase their EDI scores by improving the adult literacy and gender components. This was the case in Yemen, where the EDI increased by 11% even though the survival rate to grade 5 fell considerably.

## Taking stock

Uneven and partial though it may be, progress towards EFA has been considerable since 2000, especially among many of the countries farthest from the goals. Fewer children die before age 5 due to improvements in health services and immunization. Access to pre-primary education,

while still out of reach for most children, is expanding. More boys and girls are entering primary school, completing a minimum cycle and making the transition to lower secondary education. Almost two-thirds of countries with data have achieved gender parity at the primary level, though at the secondary level disparities remain pervasive. Gender disparities in learning outcomes have declined. Attention to quality issues – for example, the need for better trained teachers, sufficient learning materials, effective use of instructional time, less absenteeism, better facilities and regular student assessments – is well established.

Despite these overall positive trends, enormous challenges remain, as this chapter illustrates. Many countries lack comprehensive programmes for children under the age of 3, and have done little to increase the number of qualified and trained teachers and caregivers. Access to ECCE among less advantaged children, especially in vulnerable contexts, is very limited, despite the clear benefits. More than 10% of the world's primary school-age children, some 72 million, are still not enrolled. Regular school attendance and progression, weak learning outcomes and low completion rates remain critical issues in many parts of the developing world, especially in fragile states. Educational disparities within countries, disproportionately affecting children from rural, indigenous, poor and/or slum populations, are widespread. Most countries have yet to achieve the gender parity goal. Multiple hurdles to education quality are apparent, including acute teacher shortages, insufficient teacher training, crowded and dilapidated classrooms, and too few textbooks. Many countries inadequately address the learning needs of young people and adults, whose participation in the formal education system has been precarious at best. One adult in five (64% of whom are women) is denied the right to basic literacy and numeracy skills, and little progress has been made on adult literacy.

In short, while particular countries have made considerable progress towards EFA, or towards parts of EFA, for others the pace of educational change is slow. The policies that have worked, and those that are lacking, are the central focus of the next chapter. ■

**Progress towards EFA has been considerable since 2000, especially among many of the countries farthest from the goals**



Reaching remote communities: a primary school in an isolated Amazon estuary village, Brazil.





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## Chapter 3

# Countries on the move

At the 2000 World Education Forum in Dakar, governments were called on to develop and implement policies to achieve the six EFA goals. As guidance, the Dakar Framework for Action set out twelve broad strategies through which governments, supported by civil society organizations, donors and other stakeholders, might achieve or move closer to the goals. Chapter 2 showed a great deal of progress since 2000 in meeting basic learning needs but also significant variation in achievement across countries. This chapter discusses the ways governments have responded to the goals and strategies in the Dakar Framework.

Monitoring country efforts \_\_\_\_ 98

Developing enabling institutions \_\_\_\_\_ 100

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Expanding equitable access \_\_\_\_ 108

Improving learning \_\_\_\_\_ 123

Restoring education in difficult circumstances \_\_\_\_\_ 136

Access and quality are mutually reinforcing \_\_\_\_\_ 137

### Monitoring country efforts

The strategies in the Dakar Framework for Action are summerized in Table 3.1. Those focusing directly on education system development (strategies 2 to 11) provide the starting point for this chapter. (Strategy 1 is discussed in chapter 4 and strategy 12 in chapter 1). Some strategies are very wide-ranging, however – the eighth, for instance, calls for a ‘safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning’ – while others are very focused and specific: the sixth calls for integrating strategies for gender equality, the seventh for education programmes and actions to combat the HIV/AIDS pandemic, the tenth for harnessing information and communication technology (ICT). Moreover, there is overlap, particularly among strategies 2, 3 and 4 as they relate to the role of civil society. Therefore, country experiences in this chapter are organized around three broad policy areas: (i) developing enabling institutions, (ii) expanding equitable access and (iii) improving learning. A final section addresses EFA policy in fragile states, especially those that are or have recently been in conflict.

- (i) The Framework for Action underscores the need to develop enabling institutions and calls on governments to develop national action plans, integrate education strategies into broader poverty elimination and development strategies, engage civil society in policy development, and build up participatory and accountable systems of educational governance and management. As part of this environment, it is crucial that national plans and policies encompass the full range of the EFA goals, and not confine themselves to universal primary education (UPE), as is a tendency. The Framework accepts that such enabling institutions may not be present in countries, or regions, where there is social conflict, instability or natural disasters, and highlights the special needs of learners in these situations.
- (ii) To ensure the *expansion of equitable access* to basic education for children, youth and adults, the Framework stresses the need to identify and target those who are excluded and to respond flexibly to their requirements. Attention is paid to the need for strategies to: expand early childhood care and education; reduce or eliminate the costs of attending school; address



the requirements of particular groups of children including child labourers, those affected by HIV and AIDS, disadvantaged minorities and those in remote communities and urban slums; remove obstacles to access for girls, women, boys and men wherever they exist; be inclusive of children with disabilities; and provide ongoing basic education opportunities for young people and adults.

- (iii) To *improve learning* through effective teaching, the Framework emphasizes the need to promote healthy, safe, protective learning environments, improve the effectiveness of teaching and learning, including through ICTs, and mitigate the impact of HIV/AIDS and gender discrimination. Special attention is paid to strategies to improve the status, morale and professionalism of teachers.

Seven years after the World Education Forum, how consistent with the goals and strategies set out in the Framework for Action have governments been in setting and implementing policies for basic learning? The more detailed questions asked in this chapter include the following.

What are countries' experiences of increasing the involvement of civil society organizations (CSOs), delegating powers to lower levels of accountability and placing basic education in a broad context of poverty reduction? What policies and strategies have governments used to increase access of excluded groups to education and with what success? What have been the effects of lowering the costs of schooling for households, including abolishing school tuition fees, and what are the conditions for success? Can effective interventions to improve learning be detected? What emphasis have governments given to professional development for teachers? How have they increased the supply of teachers? What strategies have proved successful in overcoming problems arising from weak governments in fragile states in the provision of education?

To approach these questions, information on the policies and strategies adopted since 2000 by thirty countries,<sup>1</sup> mainly developing, was collected and

**Table 3.1: Summary of strategies in the Expanded Commentary on the Dakar Framework for Action**

|  |
|--|
| 1. <i>Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education.</i> This means governments must make firm political commitments and allocate sufficient resources to all components of basic education; funding agencies should also allocate a larger share of their resources, so that no country seriously committed to EFA is thwarted by lack of resources.   |
| 2. <i>Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies.</i> This requires education strategies to complement other sector strategies and be closely linked with civil society. Actions include developing education strategies within broader poverty alleviation measures and developing inclusive education systems that identify, target and respond flexibly to the needs and circumstances of the poorest and most marginalized.           |
| 3. <i>Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.</i> Participation should not be limited to endorsing or financing programmes designed by government but also include mechanisms allowing civil society organizations to contribute to the planning, implementation, monitoring and evaluation of basic education.  |
| 4. <i>Develop responsive, participatory and accountable systems of educational governance and management.</i> This means better governance in terms of efficiency, accountability, transparency and flexibility, and better management through a move from highly centralized, standardized, command-driven forms to more decentralized, participatory management at lower levels of accountability.   |
| 5. <i>Meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.</i> Capacities of government and civil society should be enhanced so as to rapidly assess education needs, restore learning opportunities and reconstruct destroyed or damaged education systems.  |
| 6. <i>Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices.</i> The content, processes and context of education must be free of gender bias, and encourage and support equality and respect.   |
| 7. <i>Implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic.</i> Education systems must go through significant changes if they are to survive the impact of HIV/AIDS and counter its spread, especially in response to the impact on teacher supply and student demand.  |
| 8. <i>Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all.</i> The quality of learning is necessarily at the heart of EFA. Effective strategies to identify and include the socially, culturally and economically excluded are urgently needed. Learning outcomes must be well defined in both cognitive and non-cognitive domains, and be continually assessed as an integral part of the teaching and learning process. |
| 9. <i>Enhance the status, morale and professionalism of teachers.</i> Teachers at all levels of education should be respected and adequately remunerated, have access to training and professional development and support, and be able to participate locally and nationally in actions affecting their professional lives and teaching environments.   |
| 10. <i>Harness new information and communication technologies to help achieve EFA goals.</i> There is a need to tap the potential of ICTs to enhance data collection and analysis, strengthen management systems, improve access to education by remote and disadvantaged communities, and support teachers' initial and continuing professional development.  |
| 11. <i>Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels.</i> Robust and reliable education statistics, disaggregated and based on accurate census data, are essential if progress is to be properly measured, experience shared and lessons learned. Ongoing monitoring and evaluation of EFA, with full participation of civil society, should be encouraged.  |
| 12. <i>Build on existing mechanisms to accelerate progress towards education for all.</i> To realize the six EFA goals, broad-based and participatory mechanisms at international, regional and national level are essential.  |

Source: UNESCO (2000a).

1. The countries, in alphabetical order by EFA region, are: Egypt, Morocco, Yemen; Albania, Turkey; Mongolia, Tajikistan; Cambodia, China, Indonesia, the Lao People's Democratic Republic, the Philippines, Viet Nam; Brazil, the Dominican Republic, Guatemala, Mexico, Nicaragua; Bangladesh, India, Pakistan; Burkina Faso, Eritrea, Ethiopia, Mozambique, Nigeria, Rwanda, Senegal, South Africa and the United Republic of Tanzania.

Coverage of the EFA goals in education sector plans provides an indication of country priorities

reviewed. The countries were selected according to criteria aimed at providing a diversity of contexts in terms of regional spread, progress in relation to the six EFA goals and the challenges remaining. The experiences recorded in these studies are complemented by those of other countries. Policies and strategies are presented in this chapter according to the three policy areas (see annex table on national policies to advance EFA).

## Developing enabling institutions

To ensure the right to a basic education, the Dakar Framework called upon governments to develop responsive, participatory and accountable systems of educational governance and management. Since then, the search for improved institutions better able to deliver education has accelerated and it is now common for education programmes to have a 'good governance' component. The Dakar Framework encouraged governments to (i) develop comprehensive national education plans, linked to national poverty elimination and development strategies, (ii) strengthen the capacity to monitor education progress, (iii) engage civil society in policy-making and monitoring, (iv) improve regulatory frameworks for the provision of education and (v) decentralize educational management. This section explores how governments have responded.

## Strong focus on planning

Since 2000, many developing countries have gone through the process of preparing comprehensive national education plans focusing on country-specific issues. As the annex table on national policies shows, most of the thirty countries reviewed now have education plans. For example, Yemen launched its National Basic Education Strategy in 2002, aimed at achieving UPE and improving school quality, with an emphasis on increasing the access and performance of girls (Kefaya, 2007); Albania prepared a National Education Strategy 2004–2015 focusing on improved governance and quality of teaching and learning, higher and more sustainable financing of pre-university education, capacity-building and the development of vocational and technical education (Albania Ministry of Education and Science, 2005); Mongolia's Master Education Plan (2006–2015) identified among its priorities the needs

of vulnerable children, challenges of herder communities and the increase in internal migration from rural to urban areas (Steiner-Khamsi, 2007); Nicaragua's strategies to meet the EFA goals are contained in the National Education Plan for 2001–2015, which is aligned with the National Development Plan and the Poverty Reduction Strategy Paper (Porta and Laguna, 2007c); and Rwanda introduced its Education Sector Policy in 2003, leading to the formulation of an Education Sector Strategic Plan which includes a financial framework and a commitment to a nine-year cycle of basic education (Woods, 2007b).

Coverage of the EFA goals in education sector plans provides an indication of country priorities. While no international database of key education planning documents exists, the 2006 *EFA Global Monitoring Report* highlighted the status of the EFA goals in thirty-two recently prepared national education sector plans. UPE had the highest priority and was included in all the plans, while EFA goal 3, on the learning needs of young people and adults, was considered in only one-third of them. Just seven plans discussed all six EFA goals (UNESCO-IIEP, 2005).<sup>2</sup> A recent review of twenty-eight education sector plans prepared between 2001 and 2006 and endorsed through the EFA Fast Track Initiative concluded that, overall, plans were based on reasonably sound sector analysis and included well-defined measures to tackle enrolment disparities and education quality in primary education (FTI Secretariat, 2007). Most plans included an analysis of previous achievements and lessons learned, and indicated extensive consultations. A large majority contained clear objectives, key actions, dated targets and performance indicators. However, priority setting across the objectives as well as links between the plans and medium-term budgeting were frequently found to be weak. Less than half the plans included a medium-term financial framework that took all costs into account (FTI Secretariat, 2007). Moreover, too few plans take a comprehensive view of EFA, encompassing ECCE and adult literacy as well as formal schooling for girls and boys.

Education is a cornerstone of many of the Poverty Reduction Strategy Papers (PRSPs) developed in over sixty low-income countries to date. A review of links between education sector plans and PRSPs in eighteen countries<sup>3</sup> found them generally to be strong (Caillods and Hallak, 2004). In a majority of these countries, the PRSPs directly incorporated

2. The countries involved were Benin, India, Indonesia, Kenya, Paraguay, Sudan and Uzbekistan.

3. Albania, Benin, Bolivia, Burkina Faso, Cambodia, the Gambia, Guinea, Guyana, Honduras, Mauritania, Mozambique, Nicaragua, the Niger, Uganda, the United Republic of Tanzania, Viet Nam, Yemen and Zambia.

education objectives and measures from sector documents. Like the sector plans, the PRSPs systematically covered the levels of the formal education system from primary upwards, while the treatment of ECCE and non-formal education was more mixed. (The *EFA Global Monitoring Report* for 2006 gives extensive illustrations of similar findings for adult literacy, as does that for 2007 concerning ECCE.) In PRSPs that included skills development, it was most commonly covered in non-education sector programmes aimed at strengthening the capacity of the poor to engage in production and income-generation activities.

### Capacity for monitoring of education progress

The Dakar Framework identified improved capacity for monitoring of performance in the education system as fundamental.<sup>4</sup> Experiences in the 1980s and 1990s with developing Education Management Information Systems (EMIS)<sup>5</sup> highlighted the major difficulties in developing sustained institutional support over time and persuading key stakeholders to use the data generated. Since Dakar, many countries have intensified their efforts. For instance, the Philippines began operating its Basic Education Information System in 2002 (Caoli-Rodriguez, 2007); in Morocco the EMIS was strengthened through the National Education and Training Charter in 2000 (Hddigui, 2007b); a unified system to monitor education progress is being developed in Yemen (Kefaya, 2007); in Mexico the National Institute for Educational Evaluation was created in 2002 and conducts regular learning assessments (Bracho, 2007); and the monitoring system in Nigeria has been strengthened in recent years and data for local and state government levels are now published annually (Theobald et al., 2007).

4. This section treats national capacity. The *EFA Global Monitoring Report* is responsible for international monitoring as well. At regional level, various arrangements pertain. In sub-Saharan Africa, the Pôle de Dakar, in collaboration with UNESCO-BREDA, has published *Education for All in Africa: Dakar +7 Report*, assessing education trends (UNESCO-BREDA, 2007). In Latin America and the Caribbean, UNESCO's Regional Bureau for education has reviewed and assessed progress towards EFA in the region, with a special focus on education quality (UNESCO/OREALC, 2007). In East Asia and the Pacific, national reports are being collected and integrated into a regional overview; the national reports so far prepared are available at [www2.unescobkk.org/education/aims/download/temp/index.html](http://www2.unescobkk.org/education/aims/download/temp/index.html).

5. An EMIS can be defined as 'a system for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy-analysis and formulation, planning, monitoring and management at all levels of an education system. It is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education leaders, decision-makers and managers at all levels with a comprehensive, integrated set of relevant, reliable, unambiguous and timely data and information to support them in completion of their responsibilities' (Cassidy, 2006).

A key requirement for improving an EMIS is to understand the demand for data. Previous failures have been related to an overriding emphasis on collecting and publishing data without considering who will use them and for what purposes. An EMIS needs to be closely connected to a special unit or set of key decision-makers who have clearly articulated data needs and the capacities to use the information provided (Cassidy, 2006; Mackay, 2006).

In Latin America, the shift from an emphasis on education access to one combining quality and access has had important implications for educational management. When expanding access to education was the primary objective, the delivery system focused on inputs, such as teachers and school materials. In such a system, individual units were responsible for supplying different inputs and worked relatively separately from each other. In moving towards increased education quality as well as equal access, management systems have had to become more integrated and require more detailed information on inputs, outputs and processes. This requires changes in organizational structures and cultures. The development of an EMIS needs to include strategies to cope with such challenges (Cassidy, 2006).

Management capacity, in general, continues to be a major barrier to education progress in many low-income countries (for example, Burkina Faso: Box 3.1). To address capacity constraints, countries have traditionally invested in training. Well-trained managers and teachers are obviously important for an efficient education system, but there is growing awareness that capacity development also involves changes in organizational and institutional structures (Morgan, 2006). Botswana, Chile and China are examples of countries that have defined agendas for strengthening their public management systems so as to improve performance and the ability to retain competent personnel (OECD-DAC, 2006a).

### Civil society involvement in EFA planning and monitoring

Until recently, participation of civil society organizations in basic education was limited largely to providing services in areas where governments found it difficult to operate and, in some cases, to engaging local communities in school management. In the lead-up to Dakar, there was a call for greater and wider CSO participation in the

**Botswana, China and Chile have defined agendas for strengthening their public management systems**

Civil society advocacy work on education has grown substantially at national, regional and international levels

Box 3.1: Burkina Faso: capacity is a major constraint on EFA achievement

A great deal of progress has been achieved in increasing access to basic education in Burkina Faso, which saw a 37% increase in classrooms and a 47% increase in teachers between 2001 and 2005. Despite these advances, however, provision cannot keep up with demand. As a result, general teaching and learning conditions have tended to deteriorate, with overcrowded classrooms, absence of basic classroom materials, lack of drinking water and sanitary facilities in schools, and insufficient teacher training.

A persistent problem is weak capacity in government departments responsible for the development of education. Some progress has been made since 2000. Following an organizational audit in 2001, the government restructured the Ministry of Basic Education and Literacy and brought teachers into the integrated administrative and payroll management system for civil servants. However, many problems remain. The ministry has difficulty keeping up with the rapid development of the system and has not yet drawn up an overall capacity-building plan addressing structural and logistical issues. Furthermore, donors have not always met the ministry's requests for support.

Source: Vachon (2007).

development of EFA plans and programmes. The Global Campaign for Education (GCE) emerged as an advocacy and capacity-development organization to support CSO participation in national and international education initiatives (Box 3.2). Since 2000, civil society advocacy work on education has grown substantially at national, regional and international levels. The annex table on national policies describes such activities in Brazil, Ethiopia Guatemala, the Lao People's Democratic Republic, Pakistan and Tajikistan.

A review of civil society engagement in EFA in 2004 considered experiences in eight countries<sup>6</sup> where it was judged that engagement was relatively well developed (UNESCO, 2004a). Among the conclusions were that civil society perspectives and proposals had influenced the formulation of national education strategies to some degree, with several proposals having been integrated into national plans. It was also concluded, however, that the scope of influence was limited when proposals challenged particular areas of sensitivity, such as

Box 3.2: The Global Campaign for Education: linking national, regional and global advocacy

The GCE was established in 1999, bringing together Education International (teacher unions), Action Aid, Oxfam and the Global March against Child Labour. It had an immediate role in galvanizing action in the build-up to the World Education Forum and in influencing the Dakar Framework for Action. After Dakar, the Africa Network Campaign on Education for All, a CSO coalition, was formed in response to demand for stronger African voices. Similar regional coalitions on EFA have emerged in Latin America and Asia.

Since Dakar, national education coalitions have been formed in over fifty countries in Africa, Asia and Latin America. People in over 120 countries are now actively involved during the annual GCE Global Action Week, mobilizing over 5 million people behind EFA. Before 2000, few examples of CSOs working together existed, whether nationally or internationally.

Each national coalition has a distinct identity and agenda. Often they balance an 'inside track' of lobbying and policy dialogue with an 'outside track' of mass mobilization, organizing rallies and petitions or compiling and disseminating alternative reports. One challenge in developing strong national campaigns has been to build a dialogue between NGOs and teacher unions. Who pays for the campaigns can be a delicate issue; international funding can influence a coalition's agenda and create dependency. Most national education coalitions are very new, and are only starting out on their journeys.

Source: Archer (2007).

improving the status of non-formal education relative to formal education. Moreover, it was found that opportunities to participate systematically in sectorwide committees and broader policy forums, such as those on Poverty Reduction Strategies, had been very limited. Overall, civil society networks reported that, while there had been positive developments regarding relations with governments, their involvement rarely extended beyond information sharing and consultation, was often confined to dialogue on very specific technical issues, was usually limited to the middle stages of an initiative rather than agenda setting or final drafting and never extended to real influence in monitoring and evaluating policy implementation.

6. Algeria, Bangladesh, Brazil, El Salvador, Kenya, the Palestinian Autonomous Territories, the Philippines and the United Republic of Tanzania.

More recently, the Canadian International Development Agency (CIDA) has supported assessments of CSO participation, quality and effectiveness in education sectorwide programmes, and UNESCO has commissioned studies in four regions to assess CSO engagement in the formulation, implementation and monitoring of national education strategies. Initial CIDA desk reviews covered Bangladesh, Kenya, Mali, Mozambique, Senegal, the United Republic of Tanzania and Zambia, and country case studies have been conducted in Burkina Faso, Kenya, Mali and the United Republic of Tanzania (Mundy, 2006). Overall, the roles played by CSOs in education sector governance in all these countries are in flux. On the one hand, there have been dramatic shifts in both government and donor policies towards them, and education sector policies in almost every country now call for some form of partnership between government and CSOs. Unlike in the 1990s, the notion of partnership refers less to expansion of a service delivery role for NGOs and more to the importance of civil society participation in the formulation of national education policies. Donor organizations, as well, increasingly refer to the role civil society can play in holding governments accountable. On the other hand, the reviews demonstrate that the call for partnership is not always straightforward. Governments clearly seek ways to manage and sometimes limit CSO participation in policy development and to use the organizations to legitimize rather than influence the content of education sector plans and policies. In addition, several reviews raise serious questions about the quality and effectiveness of civil society participation in the planning and implementation of sectorwide reform. In general, there is limited experience of organizations working together and, with some notable exceptions, the capacity to engage in evidence-based policy advocacy remains generally weak.

UNESCO's studies point to the growth of national networks and coalitions, an increase in substantive contributions to education policy and a rapidly growing role for the Internet in facilitating information sharing. Box 3.3 gives important regional examples.

Despite constraints, several CSOs appear to be creating opportunities to expand their policy role, as the Framework for Action envisages. Some have introduced pedagogical innovation (such as BRAC's non-formal primary model in Bangladesh and

### Box 3.3: National EFA coalitions find a voice around the world

**Africa:** The Liberian campaign network participated in the drafting committee of the 2004-2015 Education Policy Act. In Sierra Leone and Kenya, national networks reported that several of their proposals were taken on board in their countries' ten-year education sector plans or acts. In the Niger, lobbying led to pledges to recruit more teachers, increase the education budget and open new literacy centres. Budget tracking has also gained momentum, notably in Uganda and the United Republic of Tanzania.

**Asia/Pacific:** Data point to progress in civil society participation in developing education policy frameworks, especially in Bangladesh, India and Papua New Guinea. In Sri Lanka, the coalition for education development succeeded in saving several schools in remote rural areas that had been due to close because pupil numbers declined. In the Philippines, an E-Net budget advocacy campaign led to an increase in allocations for basic education. In Cambodia, CSO networks have pushed for a national policy on inclusion of the disabled.

**Arab States:** The report notes increased numbers of volunteer initiatives on human rights and the defence of marginalized groups. Questionnaires showed that a majority of coalition members work on providing education services, particularly in remote areas. The Arab Network for Illiteracy and Adult Education represented civil society on a team of experts that prepared a report on education in the Arab world. More active partnerships between government and CSOs have been established in Morocco and Egypt.

**Latin America:** The Latin American Campaign for the Right to Education (CLADE), formed in 2002, includes civil society coalitions in twenty countries. In Brazil the National Campaign for the Right to Education, grouping some 200 organizations, developed a budgeting and analytical tool called CAQ to estimate costs of quality education for FUNDEB, the federal education fund. The Brazilian Government formally adopted the tool as the basis for education planning and budgeting. In Peru, campaigning by the national coalition secured an agreement to increase the percentage of GDP spent on education and won a commitment for a 30% education budget increase in 2007 to be allocated to child health care, education and nutrition.

*Sources:* Africa Network Campaign on Education for All (2007); Arab Network for Literacy and Adult Education (2007); Asia South Pacific Bureau of Adult Education (2007); Campaña Latinoamericana por el Derecho a la Educación and Consejo de Educación de Adultos de América Latina (2007).

Education sector policies in almost every country now call for some form of partnership between government and CSOs



**The concession school programme in Bogota involves contracts with private schools to provide education for low-income learners**

Action Aid's Reflect adult literacy method around the world); others have developed effective critical stances on government policies or plans (for example, concerning school fees and girls' education); and there are numerous examples of communities being encouraged and helped to demand accountability from national and local education policy-makers, including through budget-tracking exercises and alternative monitoring and reporting activities (Box 3.4).

### **Effective oversight of non-state providers**

The often crucial role of non-state providers of basic education was pointed out at the World Education Forum and stronger partnerships with governments were encouraged. Chapter 2 demonstrated that in some countries with large increases in primary education enrolment since 1999, including Benin, Guinea, Mali and Mauritania, the role of non-state providers had increased substantially. Others, such as Bangladesh and Pakistan, continued to rely on non-state providers for a large share of places in primary education.

Since governments have an obligation under international treaties to ensure that children, youth and adults receive an adequate education, the Dakar Framework for Action paid attention to regulatory frameworks for the provision of education. In some of the countries with a strong presence of non-state providers, mechanisms have been put in place to improve various kinds of regulations to enhance the advancement towards EFA.

The Indian Government, within the framework of Sarva Shiksha Abhiyan, its plan for UPE, has established a memorandum of understanding with NGOs and the private sector clarifying roles and responsibilities. Over 4,000 non-state providers are reported to participate under the plan, providing education to disadvantaged children (Aga Khan Foundation, 2007).

Partnerships between governments and the non-state sector take various forms, including direct financing, contracting of services and training of teachers. The expansion of such arrangements heightens the need to define roles, responsibilities and expected results. The South African Government's approach to increasing pre-primary

### **Box 3.4: Scorecards in Latin America**

Scorecards are innovative monitoring and advocacy tools, which more and more countries are using to mobilize citizens to demand better education. Since 2001, the Partnership for Education Revitalization in the Americas (PREAL) has published report cards on the state and progress of education in the region, identifying encouraging policy measures to improve schools. As of 2006 it had produced seventeen education report cards and was working on ten others. The aims of the report cards are to provide timely and reliable information on education and to promote transparency and accountability through civil society participation. The report cards have a positive effect on country efforts to improve education in the region. For example, lively national debates are common due to the spread of the reports and governments are encouraged to improve their own reporting to the public. The major challenges have been handling data deficiencies and defining communication priority messages.

*Source: Ortega Goodspeed (2006).*

enrolment is an example of the state partnering with private schools and local NGOs running early childhood services: the government offers subsidies, monitors quality against national standards and provides a support system to ensure that schools can meet the standards (Rose, 2002).

In some instances the conditions for receiving government finance involve assuring places for disadvantaged children. The concession school programme in Bogota, Colombia, involves contracts with private schools to provide education for low-income learners. After competitive bidding by established, successful private schools, those selected receive public support in the form of new school facilities built in poor areas and funding per child enrolled. They are granted flexibility to contract administrative and teaching staff and to implement their own pedagogical model. In turn, concessionaires have to fulfil conditions related to number of hours of instruction, quality of nutritional provision, minimum teacher and administrator qualifications, availability of educational materials and facility maintenance, as well as guaranteeing not to institute multiple shifts and to carry out evaluation of learning



achievements. Above all, they must provide pre-primary and basic education to disadvantaged children and meet performance standards set by the District Secretary of Education, such as surpassing mean test scores in similar schools. Results thus far indicate that the programme is successfully retaining children in school and improving learning outcomes (Barrera-Osorio, 2007).

While there are positive examples, regulations for non-state providers are cumbersome formalities in many countries. Rather than developing a supportive environment for promoting quality and improving access for the underserved, regulations are too often limited to administrative adherence to rules. In addition, since significant costs are often associated with registration and compliance, many schools remain unregistered (Aga Khan Foundation, 2007).

The emphasis generally is on standards for facilities and services that non-state providers must meet in order to register or be recognized, but it can be difficult for new schools to comply immediately with such standards. In Uganda, to start a private school requires a licence that is contingent on criteria such as qualified teachers and suitable infrastructure. Schools are initially licensed for a year, then can be officially registered if they meet curriculum standards. Once registered, schools can apply to hold O-level or A-level exams through the national examinations board (Aga Khan Foundation, 2007).

Once registration standards are met, however, effective oversight of service quality is less frequent. In Bangladesh, to be recognized and receive financial support, non-government schools must meet stringent approval criteria (e.g. land ownership, number and qualifications of teachers, number of classrooms, minimum number of students). A lack of ongoing supervision coupled with a highly decentralized system results nevertheless in quality often being substandard and insufficient provisions are made to ensure that non-government schools are located in underserved areas (Aga Khan Foundation, 2007). In Nigeria, registration of non-government schools involves meeting teacher qualification requirements, but in practice private schools, especially low-budget ones, often rely on underqualified teachers on temporary contracts (Rose, 2006).

Effective oversight is hampered by lack of government capacity for enforcement of regulations and by lack of clarity regarding responsibilities within government. Registering a non-state school in Malawi, for example, involves applying for a licence whose conditions include requirements about land titling, teacher labour contracts, etc. However, a lack of systematic procedures for registration has led to inconsistencies in the way various divisions of the Ministry of Education, Science and Technology grant licences, and many schools open before receiving approval (Lewin and Sayed, 2005). In Bangladesh, provision of education by NGOs is regulated through the NGO Affairs Bureau, which is responsible for auditing and monitoring performance but lacks capacity for these functions. In addition, NGOs that do not receive foreign funding are registered with the Directorate of Social Welfare. In both cases, the Ministry of Education has little involvement with the programmes and, hence, no real knowledge of the number of children involved or the quality of provision (Aga Khan Foundation, 2007).

Chile and South Africa are examples of countries that have introduced incentives for the non-state sector to increase compliance with regulations. Such incentives, entailing financial subsidies and other types of support, are conditional on proof of good quality (Aga Khan Foundation, 2007).

Formal policy dialogue between governments and non-state providers has improved in the past decade, though it is usually dominated by umbrella organizations of registered for-profit providers (Rose, 2006). Where it is well established, ongoing dialogue can enhance regulation as well as enable mutual learning. The Madrasa Early Childhood Programme in East Africa has worked with the governments of Kenya, Uganda and Zanzibar (United Republic of Tanzania) as they developed policies for young children. Impact research and twenty years of experience with over 200 communities across the region have been critical to the programme's ability to influence and engage in policy discussions. The programme has also been able to call government officials' attention to practical challenges that community pre-schools face. This has resulted in, for example, small but critical changes that clarified the registration process and made it more transparent (Consultative Group on Early Childhood Care and Development, 2003).

**Chile and South Africa are examples of countries that have introduced incentives for the non-state sector to increase compliance with regulations**

## Decentralization: promises often differ from reality

To promote participation and accountability, the Dakar Framework suggested that countries move towards more decentralized educational management. At the same time, it stressed the need to ensure that decentralization did not lead to increased inequality in the distribution of resources.

Many developing countries have undertaken programmes to decentralize financial, political and administrative responsibilities for education. The nature of these initiatives differs substantially, ranging from attribution of some limited tasks to the regional or provincial level (Burkina Faso, Cambodia, Morocco, Senegal, Turkey) to devolution of broad decision-making responsibility to local government (Indonesia, Pakistan). In many of the poorest countries, although local governments are elected, their powers in relation to the delivery of education remain limited. Recently, with the introduction of block grants, local governments in Ethiopia, Rwanda, Uganda and the United Republic of Tanzania have increased their role in education, often in collaboration with school councils (Tidemand et al., 2007; Watson and Yohannes, 2005; Woods, 2007b).

While legislation may instantly alter the apparent distribution of responsibilities, decentralization is in fact a long, evolutionary process. In countries that undertook major decentralization during the 1990s, including in Eastern Europe and Latin America, the reforms are still being consolidated. The priority given to decentralization may shift with the political direction of the government in power. One recent example is Nicaragua, where the government that took office at the beginning of 2007 immediately abolished the autonomous schools that had been created in one of Latin America's most extensive school-level decentralization programmes. The justification given was that the schools charged fees (Sirias, 2007).

Decentralization holds much promise in making schools responsive to local education needs. In particular, school-based management<sup>7</sup> – the most far-reaching form of decentralization – has received considerable attention in recent years. Guatemala's school-based management programme, PRONADE, is an often-cited reform that has increased community involvement and

school efficiency. It gives community school councils responsibility for key functions such as the hiring, paying and supervision of teachers and the monitoring of student attendance. The aim is to increase enrolment in pre-primary and primary education, notably in poor rural areas, and to give parents a stronger voice in school administration. Evaluations suggest that the councils' increased responsibility has led to better use of teachers and schools, and that the reform had an important role in increasing the net primary enrolment rate from 82% in 1999 to 94% in 2005 (Porta and Laguna, 2007b). Similar programmes in El Salvador, Honduras and Nicaragua have shown that such schools can achieve at least as good results in enrolment expansion and increased completion rates as better resourced traditional schools (Di Gropello, 2006).

While early efforts to promote school-based management aimed at increasing access to schooling and encouraging local participation, the focus in the past decade has turned to its effects on learning. Here the available evidence is mixed. An examination of eighty-three empirical studies on the effects of school-based management on learning outcomes concluded that the outcomes were as likely to be negative as positive (Leithwood and Menzies, 1998).

School-based management policies do not always provide the amount of autonomy initially anticipated. In some cases, extensive regulations regarding curriculum guidelines and central examinations substantially limit schools' powers. South Africa, after apartheid, promoted school autonomy, allowing elected school-site councils (including representatives of school staff, parents and students) to decide on issues such as curriculum and personnel. But in practice, councils often have little influence over the most important decisions, as these have to be made in accordance with detailed guidelines. For example, while schools pay their personnel, salaries are set through national negotiations (Winkler and Gershberg, 2003).

While the clear advice at Dakar was for developing countries to shift from centralized management of the education system to a more decentralized form, with participation at lower levels of accountability, country experiences show that the issues involved are complex. The impact on education access and quality is far from definite.

Guatemala's school-based management programme, PRONADE, has increased community involvement and school efficiency

7. School-based governance, school site management and school self-management are other frequently used terms.

In many systems with centralized traditions, the skills necessary to manage and govern an education system are limited locally. Lack of clarity about new roles and responsibilities is a common problem. In Indonesia, political motives and a drive for democracy led to decentralization of powers to districts in the late 1990s and the 2003 Education Law was intended to clarify responsibilities. Yet many legal and regulatory issues remained vaguely defined, leading to confusion throughout the system. In many cases, district management systems and staff were found to be ill equipped to perform their new responsibilities. The central government meanwhile encountered difficulties in finding its new role within the decentralized system and continued to undertake functions that had been assigned to lower levels, such as construction procurement and teacher management (World Bank, 2004c). A similar situation at the central level is reported in Viet Nam (Henaff et al., 2007).

The Dakar Framework expresses a concern that decentralization should not lead to greater inequality, but this risk remains. An impact evaluation in Ghana found that, while primary school enrolment and quality improved substantially in the country as a whole after decentralization in the 1990s, disparities in school quality between poor and less poor areas widened (World Bank, 2004a). The main reason was reported to be increased reliance on financing from local communities and districts, with the central government unable to contribute much to poorer areas beyond teacher salaries. Decentralization programmes in Argentina and Mexico are also reported to have increased disparities in education quality (Galiani et al., 2005; Skoufias and Shapiro, 2006).

On the whole, there is as yet too little empirical evidence to determine under what conditions decentralization improves education access and learning, and what are the most effective ways of limiting increased inequality. Many countries have been quick to become part of the movement towards decentralization, often encouraged by external influences. But a growing body of evidence points to the challenges involved (Grindle, 2007) and the need for careful analysis of the institutional environment when deciding what levels of government are best suited for which functions in the education system (Bray and Mukundan, 2003).<sup>8</sup>

## Comprehensive approaches

Overall, comprehensive education sector planning and monitoring have gained momentum since Dakar. This, despite widespread capacity constraints, has enabled more comprehensive approaches to education, in which access and quality measures may reinforce each other. Without strong institutions, good-quality education is not likely to evolve. Without evidence of quality, children, youth and adults are unlikely to enrol and are more likely to drop out. Without proactive measures to increase access, disadvantaged groups are unlikely to have access to education. These issues are interrelated and addressing one without the others is not sufficient. Mexico's compensatory programmes for the inclusion of disadvantaged groups (Box 3.5) take such a comprehensive approach to education.

**Decentralization programmes in Mexico and Argentina have increased disparities in education quality**

8. The 2009 EFA Global Monitoring Report, whose special theme will be the governance, finance and management of education, will treat these issues in greater depth.

### Box 3.5: Compensatory programmes in Mexico

Mexico has a long history of developing compensatory programmes aimed at dispersed rural communities and at migrant and indigenous populations. These have been scaled up since the 1990s and now target the most disadvantaged and lowest-performing schools at all levels of the system, including all primary schools in indigenous communities. The programmes include provision of ECCE and childcare support for parents, support to school management, extension and improvement of primary school infrastructure and equipment, provision of learning materials to each learner, professional development and training for education staff, monetary incentives for teachers to reduce turnover and absenteeism, and a grant and training component to support educational projects developed by parents and community leaders through parents' associations (Bracho, 2007).

These comprehensive interventions have had some success in improving school outcomes. The gap between repetition rates of children in schools supported by the compensatory programmes and of comparable children in other schools was found to have shrunk by six percentage points (Shapiro and Trevino, 2004). They also helped reduce inequalities in learning outcomes, with a 10% annual reduction in the overall test score gap between indigenous and non-indigenous children. For the most disadvantaged children, the gap was reduced by 30% a year. Most of the improvements were in mathematics rather than language. The programmes have also helped reduce children's participation in economic activities and improved school attendance, particularly among 12- to 16-year-olds (Rosati and Rossi, 2007). The longer a school has benefited from the interventions, the greater the reduction in failure and dropout rates (Shapiro and Trevino, 2004). However, evaluations also found that incentives for teachers were not sufficient to prevent them from leaving, adversely affecting learner achievement (Benemérita Universidad Autónoma de Puebla, 2006). The school-based management component (known as AGEs) has had a positive effect on accountability and parental involvement, and Gertler et al. (2006) found that the positive effects on educational outcomes (reduced grade failure, repetition and dropout) of empowering parents' associations persisted even after controlling for participation in the cash transfer programme Progres-Oportunidades.

## Expanding equitable access

The Dakar Framework for Action calls on governments to provide basic learning opportunities through inclusive education systems that explicitly identify, target and respond to the circumstances of the poorest and those marginalized for social, economic, cultural or geographic reasons.

Chapter 2 showed that many countries have made large strides in expanding opportunities to meet the basic learning needs of children, youth and adults. Regions that were lagging in the provision of primary education at the beginning of the decade, such as sub-Saharan Africa, and South and West Asia, have registered significant enrolment growth. Progress has also been made in the provision of early childhood programmes; much less is observed for youth and adult programmes.

Although wide-ranging policies have been put in place to reduce some of the barriers to schooling, equitable access remains a challenge. Geographic disparities within countries persist and multiple causes of marginalization often limit the benefits of basic learning for many groups, including girls and women, children engaged in labour, members of particular ethnic and minority groups, and the disabled. Moreover, an emphasis on rapid enrolment expansion in primary education has led, in many cases, to deterioration in the learning environment.

Countries have followed different paths in response to such challenges. This section highlights the most common strategies and programmes for increasing access of children, youth and adults to basic learning opportunities, as countries committed to do at Dakar. The discussion puts a special emphasis on including the most disadvantaged and marginalized children. It also looks at lessons that can be derived from the adoption of such measures, indicates difficulties faced in implementing programmes and examines conditions required for their success. The diverse paths taken to advance education access since 2000 include universal measures, such as investment in school infrastructure and elimination of school charges, and redistributive and targeted approaches to address economic, geographic and cultural barriers.

## Making ECCE a national priority

The 2007 *EFA Global Monitoring Report* made the case for expansion of ECCE, citing evidence of multiple benefits for children's nutrition, health and educational development, and the role of high-quality programmes in offsetting disadvantage and inequality (UNESCO, 2006a). Effective ECCE programmes include support to parents during children's earliest years and integrate health, nutrition and education interventions. However, this comprehensive approach, encouraged by the Framework for Action, is not being taken everywhere (UNESCO, 2006a). In sub-Saharan Africa, in general, early childhood programmes are still not a priority, and interventions are mostly urban-based and provided by the non-state sector, as the case studies for Burkina Faso, Ethiopia, Nigeria and Rwanda demonstrate (Bines, 2007; Theobald et al., 2007; Vachon, 2007; Woods, 2007b). On the other hand, several countries in East Asia and, particularly, Latin America have embraced at least part of the agenda for early childhood programmes and, in some cases, a more integrated approach.

Early childhood programmes in Brazil have been encouraged through national and sectoral development policies following the 1988 Constitution, which placed an obligation on the government to provide care and education to all children aged 6 and below. A new education law in 1996 extended basic education to include early childhood and assigned the responsibility for delivery of these services to the municipalities. In 2001, the National Education Plan established specific targets for the expansion and quality improvement of early childhood programmes, aiming to reach 50% of children aged 3 and under, and 80% of those aged 4 and 5, by the end of the decade. By 2005 the enrolment goals for the latter group had been surpassed, although coverage of the younger group was lagging. Financial resources for the expansion were increased by the inclusion of early childhood programmes in the Fund for the Maintenance and Development of Basic Education and Valorization of Teaching (FUNDEB), a federal fund that redistributes resources among states for basic education and secondary school development (Neri and Buchmann, 2007).

Most governments that have developed early childhood programmes have concentrated on pre-primary education. Some have aimed at universal coverage, as in Argentina, Mexico and Uruguay;

Emphasis on rapid enrolment expansion in primary education has led, in many cases, to deterioration in the learning environment

others have focused on less developed areas or on disadvantaged groups, as in Cambodia, Guatemala, India and Nicaragua. In Argentina, a large infrastructure programme in the 1990s contributed considerably to a fifteen percentage point increase in the gross enrolment ratio (GER) for children aged 3 to 5 between 1991 and 2001 (Berlinski and Galiani, 2005). Nicaragua has focused on expanding pre-primary education by developing pre-school community centres in rural and marginal urban areas. These centres account for over half the total intake in pre-primary education. The centres rely on volunteers selected by the community, who are required to have at least a fourth grade education (in 2004, 94% were without formal teacher training) (Porta and Laguna, 2007c).

The benefits of integrated programmes for young children are increasingly being confirmed by systematic evaluations. In 1999, the Government of the Philippines launched a project aimed at improving children's development in disadvantaged municipalities. It was directed at children under 7 and pregnant women, and combined centre-based and home-based interventions covering a wide range of services, including parent education workshops and home visits by health workers. An evaluation of the project showed a significant improvement in cognitive, social, motor and language development and short-term nutritional status of children living in areas covered by the project, especially among the youngest, compared with similar children in non-project areas. Moreover, the impact was cumulative, with larger returns for those who had participated for more than a year. By integrating existing services and actively seeking the cooperation of local authorities, the project also helped strengthen national and local political commitment for ECCE (Armecin et al., 2006).

Increased realization of the benefits of early childhood programmes and their move up the political agenda can lead to new problems. In 2002, the Mexican Congress approved a constitutional amendment making three years of pre-primary education compulsory by 2008, giving new impetus to expansion at this level. Most of the expansion is needed in rural areas and urban slums. The legal obligation to provide additional programmes, has created logistical and financial challenges for the government to maintain overall quality (OECD, 2004a).

Overall, while many countries have made progress in expanding ECCE, significant problems persist: there is a focus on the older part of the age group and only limited attention to the needs of children under 3; even in countries where pre-primary education has expanded, programmes tend to lack other elements of ECCE and so are not truly comprehensive; implementation is frequently fragmented and uncoordinated across providers; and in developing countries the workforce typically possesses minimal education and training (UNESCO, 2006a).

### Increasing the supply of school places

Scarcity of schools or classrooms can be a barrier to access to primary schooling, both in rural areas where children need to travel long distances to schools and in sprawling urban slums where there is overcrowding. Governments may need to provide additional school places not only because of demographic pressure and historical geographic imbalances in provision, but also due to successful policies aimed at increasing enrolment.

Most of the country case studies indicate that governments have expanded the physical infrastructure of the basic education system in recent years, particularly by targeting rural and other disadvantaged areas, e.g. in Cambodia, China, Egypt and Morocco. At the same time, mechanisms have been put in place to make more intensive use of existing resources and to both reduce and share the costs of expansion.

Countries with ambitious school expansion policies have made significant investments in school infrastructure, though the additional school places have not always kept pace with enrolment or been matched by increases in the inputs required to maintain quality. In Ethiopia, for example, as part of the first Education Sector Development Programme in the mid-1990s, the government eliminated school fees and embarked on an ambitious school-building programme. Between 1996 and 2005, the number of primary schools increased by 55%, mainly through expansion in rural areas (Ethiopia Ministry of Education, 2005). However, enrolment grew faster, doubling between 1999 and 2005, while the number of teachers employed increased by 75%. As a result, both classroom overcrowding and the pupil/teacher ratio (PTR) increased (the latter to 71:1), with worrying implications for quality.

**Even ambitious school expansion policies have not always kept pace with enrolment**



**A common government response to expanding primary school enrolment has been to involve local commitment in financing**

Similarly, in the United Republic of Tanzania, school construction was part of the Primary Education Development Plan to accommodate enrolment growth expected after the elimination of school fees in 2001. Though the construction targets were met, they proved insufficient as enrolment increased by 90% between 1999 and 2005. To cope with the enrolment growth, two-thirds of the classrooms and up to a quarter of the teachers were assigned to double-shift teaching. A situation of classroom shortages, more intensive use of infrastructure and high PTRs clearly affects quality (Woods, 2007c).

Governments have attempted to lower the unit costs of construction by redesigning facilities and hiring local organizations to build them to government guidelines, as in Eritrea (Woods, 2007a) and Rwanda (Woods, 2007b). Small multigrade schools have also been established as a low-cost way of improving children's access in rural areas and among pastoralist and semi-agriculturalist societies, as in Ethiopia (Ethiopia Ministry of Education, 2005). In India, distance and population norms have been modified to allow the opening of additional small schools (Govinda, 2007).

Some governments have attempted to mobilize additional funds to support expansion of school infrastructure. The implementation of the law extending compulsory education from five to eight years in Turkey required new facilities for over 3 million children. The combination of funding sources included new earmarked taxes and private

contributions. One initiative, the '100% Support for Education' campaign launched in 2003, granted a full tax deduction to individuals and companies on contributions to education. One in five of the 100,000 new classrooms constructed between 2003 and 2006 were financed through private sources. The net enrolment ratio for the new basic education cycle rose from 86% in 1997 to 96% in 2003, and the enrolment in grade 6 of girls living in rural areas increased dramatically (Dulger, 2004). In the Philippines, the government has addressed classroom shortages and maintenance needs through initiatives involving civil society and the private sector (Box 3.6).

A common response by governments to rapidly expanding primary school enrolment has been to make local communities responsible for financing a variety of capital and recurrent costs, such as school construction and the salaries of locally hired teachers or assistants. Ethiopia's third Education Sector Development Programme, for 2005/2006 to 2010/2011, is a recent example of this trend. It calls for 195,000 classrooms to be built for primary schooling and for additional teachers. Much of the responsibility for the non-salary costs is given to local communities, including contributions of labour, local materials and cash for the construction and management of schools and alternative basic education centres. Local communities are to cover 46% of the capital costs of expanding primary education (Ethiopia Ministry of Education, 2005).

### Box 3.6: Involving civil society in building and rehabilitating schools in the Philippines

To augment the regular school-building programme, the Government of the Philippines has embarked since Dakar on a series of initiatives involving civil society:

- *Adopt-a-School* – Tax incentives are offered to businesses and to NGOs and other civil society groups to 'adopt' a school by providing support for infrastructure improvements, teacher training, learning and teaching materials, computer and science laboratory equipment, and food and nutrition supplements. Since its launch in 2000, the programme has benefited more than half the public schools nationwide.
- *Brigada Eskwela* – This social mobilization activity initiated in 2002 encourages voluntary efforts to repair classrooms and furniture, and make

donations in kind during National Schools Maintenance Week before the school year begins. The initiative benefited 61% of public schools in 2005.

- *Classroom Galing sa Mamamayang Pilipino Abroad (Classrooms from Filipinos Overseas)* – In cooperation with the Department of Labour and Employment, the project solicits support from Filipinos abroad to build 10,000 classrooms in priority elementary and secondary schools across the country.

At the end of 2006, the Department of Education announced that the country no longer had a shortage of spaces.

Source: Caoli-Rodriguez (2007).



Rural poverty has resulted not only in low enrolment in rural and remote areas in many developing countries, but also in high rates of rural-urban migration. The changing nature of population settlement is placing a heavy burden on urban education infrastructure and families in slums face insufficient school places, high costs to send their children to available schools and quality problems in overcrowded schools. As the example of Mongolia shows, education policies can themselves accelerate internal movement of young populations, creating challenges for schools in rural areas and in cities [Box 3.7].

As discussed in chapter 2, automatic promotion policies are also important to improve retention in primary school and, combined with an adequate supply of lower secondary school places, to encourage pupils to complete primary school knowing they can go on to the secondary level.

### Redressing subnational disparities

Primary school enrolment rates do not necessarily increase uniformly across regions, provinces or states. Chapter 2 showed that while enrolment has expanded since 2000, often very significantly, subnational disparities have also increased in many countries, including Benin, Ethiopia, Gambia, Guinea, India, Kenya, Mauritania and Zambia. In contrast, in Brazil, Burkina Faso, Cambodia, Mali, Morocco, Mozambique, the Niger and the United Republic of Tanzania, increased access to primary school has resulted in reduced geographic disparities. This section presents examples of measures aimed at redressing such disparities.

Several governments have redistributed funds towards poorer regions or target areas that are lagging. Reducing disparities among regions was a key objective of the Ten-Year Development Plan for Basic Education in Burkina Faso, launched in 2001. Twenty provinces were selected to receive additional resources and special monitoring. Measures included school infrastructure improvement and provision of furniture and school materials (Vachon, 2007). In Brazil, the government reformed the funding of the basic education system in 1996 by creating a fund called FUNDEF to redistribute resources from richer to poorer regions and introduce monetary and other incentives to improve teachers' working conditions. This initiative required states and municipalities to devote at least 60% of their education budgets and

#### Box 3.7: Imbalance of opportunities: internal migration in Mongolia

Education policies are related to several factors that have accelerated rural-urban migration in Mongolia in the past decade, such as neglect of dormitories in rural schools, bias in favour of large schools in funding formulas and school reorganization that concentrated higher grades in fewer districts. In addition, rural schools have trouble attracting and retaining qualified teachers. More than 30% of households in a recent survey reported restricted education opportunities for their children as a main reason for moving (Batbaatar et al., 2005). Urban schools, meanwhile, lack classrooms and dormitory space to accommodate new arrivals. The situation in Ulaanbaatar is especially problematic. Bureaucratic obstacles make it hard for new immigrants to register, which prevents their gaining free access to social and educational services. Until registration procedures were changed in 2004, unregistered students were turned away from school or could enrol only informally. Recently, a shift in government and donor priorities has led to greater balance being actively sought between education service provision in rural areas and in urban areas.

Source: Steiner-Khamisi (2007).

12% of their total budgets to primary education. It also specified minimum annual per-pupil expenditures, with complementary financing from the fund for states that could not meet this requirement (Neri and Buchmann, 2007). The evidence suggests that FUNDEF contributed to the expansion of primary schooling and the reduction of regional disparities, and was associated with a reduction in school failure and with improvement in learning achievement (Gordon and Vegas, 2005; Menezes-Filho and Pazello, 2006). In 2007, FUNDEF replaced FUNDEF, redefining 'basic education' as including pre-school, secondary and adult education and increasing the required allocations for basic education to 20% of state and municipal tax revenue.

Changing the allocation of resources may be a necessary, but not sufficient, condition for equalizing conditions across subnational regions. In 1994, the Government of India encouraged district-level planning as a means of reducing disparities and later introduced programmes in districts where the female literacy rate was below the national average. It complemented these measures by other initiatives, such as the Backward Region Grant Fund, which provided additional financial resources to 250 very disadvantaged districts. However, although primary school net enrolment ratios have increased significantly in several of these districts, particular groups of children are still held back, especially those from scheduled castes, scheduled tribes and Muslim

**The changing nature of population settlement is placing a heavy burden on urban education infrastructure**

populations, who are more likely to drop out of school (Govinda, 2007; Sherman and Poirier, 2007).

Abolishing school charges: sustaining the gains

One major remaining impediment to access to primary schools and other facilities providing opportunities for basic learning is the financial cost to households. At the World Education Forum, governments committed themselves to providing free and compulsory primary education. Although thirty-eight countries still do not constitutionally

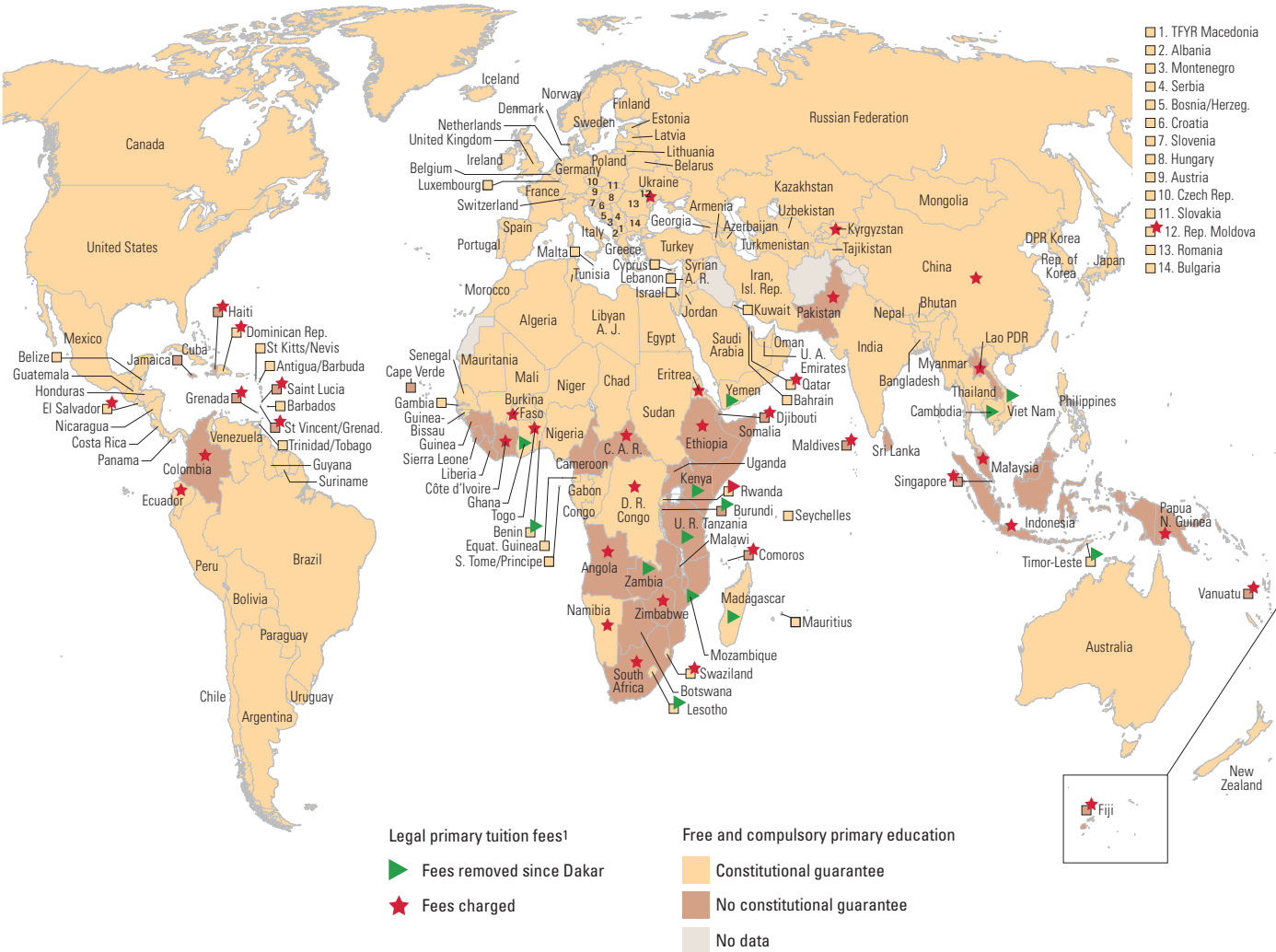
guarantee free and compulsory primary education, as Map 3.1 shows, some progress has been made in removing tuition fees.<sup>9</sup> Between 2000 and 2006, tuition fees for primary school were formally abolished in fourteen countries.<sup>10</sup>

It is difficult to identify a direct connection between the abolition of tuition fees and increased enrolment, since abolition often occurs in the context of overall sectoral reform. That there is a general relationship can be seen in Map 3.2. In the year following abolition, enrolment increased substantially in many countries, including

9. As Chapter 4 shows, tuition fees are just one of several direct household costs for public primary schooling. Other frequent expenditures are for textbooks, uniforms and transport.

10. Benin, Burundi, Cambodia, Ghana, Kenya, Lesotho, Madagascar, Mozambique, Rwanda, Timor-Leste, the United Republic of Tanzania, Viet Nam, Yemen and Zambia.

Map 3.1: Countries abolishing primary school tuition fees since Dakar (2006)



1. Legal primary school tuition fees refer only to those legally charged. In some countries where tuition is not legally charged, tuition fees are nonetheless collected. Sources: Bentaouet-Kattan (2006); Tomasevski (2006); Woods (2007 b).

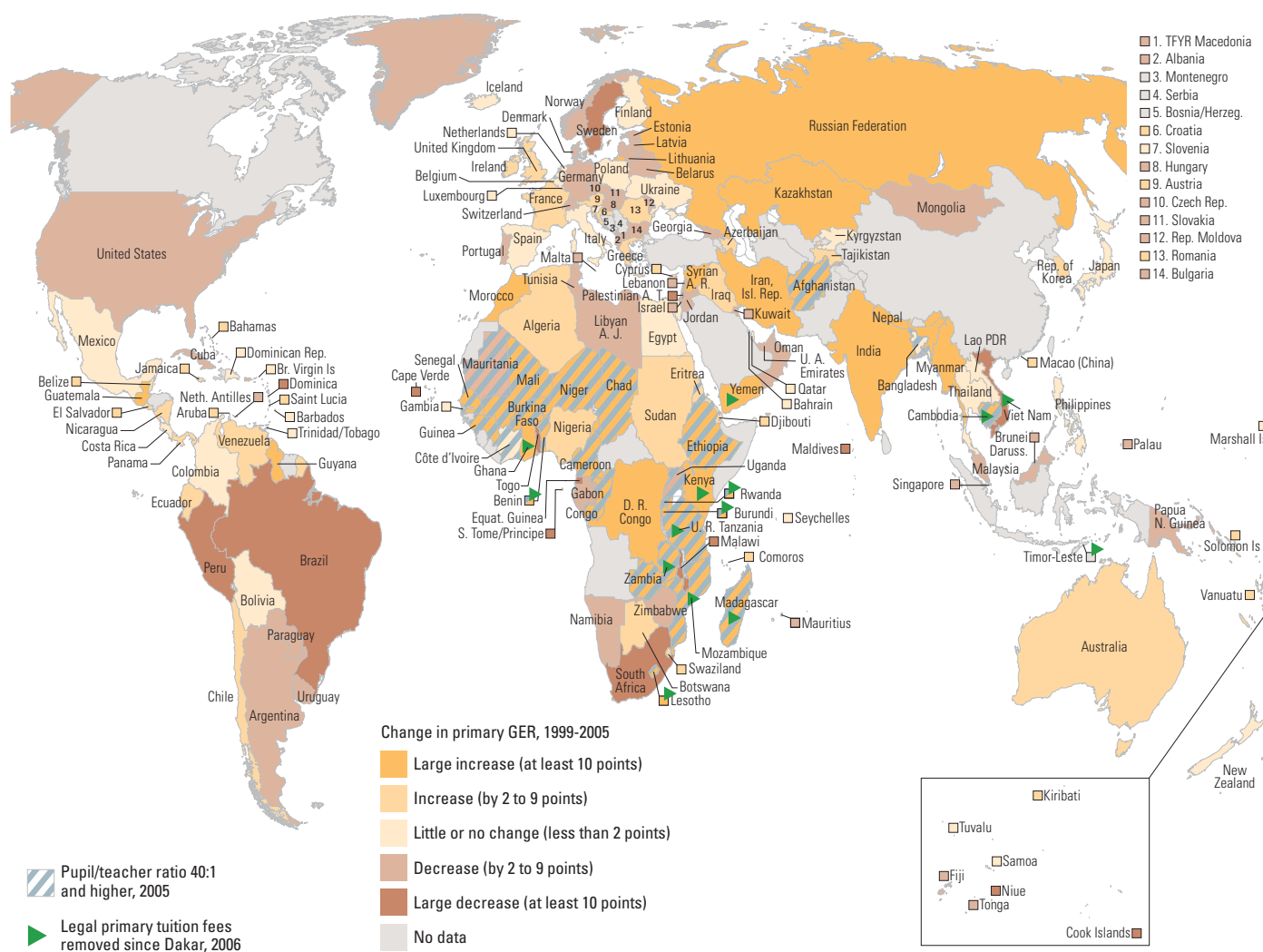
The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by UNESCO. Based on United Nations map.

Mozambique (by 12%), Kenya (18%) and the United Republic of Tanzania (23%) (School Fee Abolition Initiative, forthcoming). The elimination of tuition fees favours the disadvantaged. The enrolment gaps for poor children, girls, children in rural areas, orphans and other vulnerable children, and children with special needs were all reduced following fee abolition in Kenya, Timor-Leste, Zambia (Bentaouet-Kattan, 2006), Malawi (Al-Samarrai and Zaman, 2006) and Uganda (Deiningner, 2003; Nishimura et al, 2005). In addition there is evidence from these countries that abolition reduced dropout and late entry.

Countries that have abolished school tuition fees have faced many challenges as a result of increased enrolment combined with reductions in school income. A review of five countries that followed different approaches in eliminating school tuition fees indicates that political leadership and integration of the measure within a sectorwide reform policy are keys to effective implementation (School Fees Abolition Initiative, forthcoming). Careful planning and phased implementation allow countries to minimize the impact on school quality of the rise in enrolment. Key elements are hiring additional teachers and finding appropriate and

**The elimination of tuition fees favours the disadvantaged**

**Map 3.2: Primary school tuition fees and gross enrolment ratios since Dakar, with pupil/teacher ratios in 2005**



*Notes:* Legal primary school tuition fees refer only to those legally removed since Dakar; in some countries tuition fees are nonetheless collected. A decrease in the GER does not always imply a worsening situation: it can reflect improved internal efficiency – that is, a reduction in repetition and early/late entries, which account for values of GER being greater than 100%.

*Sources:* Annex, Statistical Tables 5 and 10A; Bentaouet-Kattan (2006); Tomasevski (2006); Woods (2007b).

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by UNESCO.

Based on United Nations map.

transparent funding mechanisms to replace lost income. Lesotho and Mozambique adopted a phased approach, gradually increasing grade coverage (Bentaouet-Kattan, 2006). Mozambique abolished tuition fees for grades 1 to 7 in five phases between 2003 and 2006, and increased school grants. Lesotho began by eliminating fees for grade 1 in 2000, adding one grade each year until 2006, when the complete primary cycle was covered. This approach allowed the government time to create additional teaching posts and assist schools with additional classrooms and learning materials. In many cases, however, the supply of teachers has not kept pace with the increase in enrolment. Map 3.2 shows the number of countries with PTRs above 40:1 in 2005.

Not all countries have abolished tuition fees for all children; some governments have targeted specific groups, schools or regions. In the Gratuidad programme in Bogota, Colombia, the municipal government reduces tuition fees and other school charges by varying degrees for children from the lowest income groups. For example, children from the poorest households do not pay for items such as report cards, school handbooks, pedagogical materials and school maintenance in primary and lower secondary education, or for tuition and board fees in upper secondary. The programme has been associated with increased enrolment at all levels, with the impact found to be greatest for those most at risk of dropping out (Barrera-Orsorio et al., 2007). In 2006, South Africa adopted a targeted strategy, declaring some schools 'no fee schools' while allowing others to charge. The no fee schools are those attended by the poorest 40% of the population; the government has agreed to meet their revenue shortfall. Schools that do charge fees must exempt low-income families (Motala, 2007).

In general, governments need to take several steps to ensure that the abolition of primary school fees has a lasting impact on enrolment, retention and learning outcomes. These include making sure there are sufficient human and financial resources to cope with the enrolment surge and to assure the medium- to long-term financial sustainability of the policy, integrating fee abolition in sectoral reform policies, setting up mechanisms to compensate for the loss of fees and to improve quality, and building capacity in schools to manage and monitor the compensatory grants.

## Targeted approaches to increasing participation

Even when no tuition fees are charged, other direct and indirect costs may still inhibit families from sending their children to school. Hence, some governments have gone further, providing households with cash payments if children enrol.

Previous *EFA Global Monitoring Reports* have described how financial subsidies targeted to poor households or individuals have expanded since Dakar as a tool to reduce some barriers to access. Several cash-transfer programmes have been in operation for some time and have gone through changes in design, operation and scale. Though differing in form (cash or in-kind transfers) and the associated conditions (for instance, enrolment or a level of attendance), such programmes have proved effective in reducing inequalities in access to schooling.

Table 3.2 describes education cash-transfer programmes and social-protection programmes with an education component in fourteen countries. In general they have helped increase participation in primary school, improve attendance and reduce grade failure and dropout rates. In some countries they have also been instrumental in increasing transition rates from primary to secondary school and attendance rates in secondary school. For instance, each additional year that a school participated in the Female Secondary School Stipend programme in Bangladesh was associated with an increase in girls' enrolment of at least 2% above the prevailing trend of increase (Khandker et al., 2003) and a similar programme in Punjab, Pakistan, contributed to increase girls' enrolment in public schools by 9% between 2003 and 2005 (Chaudhury and Parajuli, 2006). In Cambodia, scholarships for girls who make the transition to secondary education has had a large positive impact on their attendance (Filmer and Schady, 2006). The effect of targeted transfers on children's participation in economic activities has been mixed, with children more likely to combine work and school rather than give up work. However, a reduced incidence of child labour has been observed in programmes in Nicaragua and Mexico (Attanasio et al., 2006; Behrman et al., 2007; Cardoso and Souza, 2003; Ravallion and Wodon, 1999).

Transparency and credibility have been identified as key elements for successful cash transfer

**In many cases, the supply of teachers has not kept pace with the increase in enrolment**

Table 3.2: Cash-transfer programmes targeting poor households with school-age children in fourteen countries

| Programme and starting year  | Description   | Coverage   | Education transfer   | Outcomes   |
|--|---|--|--|--|
| Bangladesh – Female Secondary School Stipend (1994)                    | Transfer to girls in secondary school and payment of tuition and exam fees, conditional on regular attendance, school performance, and not marrying before completion of secondary school | 5,837 secondary schools enrolling 1 million girls (2002)   | <ul style="list-style-type: none"> <li>● US\$5 to US\$12.4 annually per girl, increasing with grade</li> <li>● US\$4.3 annual book allowance per girl in higher grades</li> <li>● US\$2.1 to US\$5.2 annually per girl to school to offset tuition costs, increasing with grade</li> </ul>   | Increase of 2% in female enrolment above the prevailing trend rate of increase   |
| Bangladesh – Cash for Education (2002)*                                | Transfer to poor children in primary school, conditional on regular attendance and performance  | 5.24 million primary school pupils   | US\$1.72 monthly per child   | Increase of 13.7% in primary school enrolment among beneficiaries (larger increase among girls)  |
| Brazil – Bolsa Escola (later Bolsa Familia) (2001)                     | Transfer to poor households conditional on regular school attendance of children aged 6 to 15 and visits to health centres  | 46 million people, including more than 16 million children receiving the education transfer (2006)   | <ul style="list-style-type: none"> <li>● Up to US\$44 monthly per household in extreme poverty with children below age 16</li> <li>● Up to US\$21 monthly per moderately poor household with children below age 16</li> </ul>  | Lower dropout rates and higher promotion rates for beneficiaries than for non-beneficiaries in the first stages of Bolsa Escola; reduction of dropout by up to 75% among beneficiaries in the more recent stage  |
| Cambodia – Scholarship for girls (2002)                                | Scholarships for a selected number of girls starting in grade 7 in 93 lower secondary schools, conditional on regular attendance and performance  | 15% of lower secondary schools (2003/2004)   | US\$45 annually per girl   | Increase of 33 percentage points in female enrolment in participating schools  |
| Colombia – Families in Action (2001)                                   | Transfer to poor households and those displaced by conflict with children under age 18, conditional on regular school attendance for 6- to 18-year-olds and visits to health centres      | 362,403 households (2002)  | <ul style="list-style-type: none"> <li>● US\$6 monthly per child in primary school</li> <li>● US\$12 monthly per child in secondary school</li> </ul>  | <ul style="list-style-type: none"> <li>● Increases of 12% in secondary school attendance for rural beneficiaries and 6% for urban ones</li> <li>● Decline of 6% in labour activity of rural children aged 10 to 13</li> <li>● Reduction of up to 100 hours per month in labour activity of urban children aged 14 to 17</li> </ul>   |
| Ecuador – Human Development Voucher (2003)                             | Transfer to poor households conditional on regular school attendance of children aged 6 to 16 and visits to health centres  | 1.18 million households (January 2007)   | Up to US\$30 monthly per household with children   | Increase of 10 percentage points in enrolment among beneficiaries compared to non-beneficiaries  |
| Honduras – Family Allowance Programme (2000)                           | Transfer to poor households with children aged 6 to 12 who have not yet completed grade 4, conditional on school attendance and performance, and visits to health centres                 | 47,800 households  | <ul style="list-style-type: none"> <li>● US\$58 annually per child</li> <li>● Annual transfer to schools with participating children (US\$4,000, on average)</li> </ul>  | <ul style="list-style-type: none"> <li>● Increase of 17 percentage points in school enrolment after first year of programme among beneficiaries</li> <li>● Decline in dropout rates of 4.6 percentage points among beneficiaries</li> </ul>  |
| Jamaica – Programme of Advancement through Health and Education (2002) | Transfer to poor households conditional on regular school attendance of children aged 6 to 17 and visits to health centres  | 236,000 households (2005/2006)   | US\$9 monthly per child  | Increase of 3% in school attendance. No discernible impact on grade advancement or child labour  |
| Kenya – Cash transfer for orphaned and vulnerable children (2004)      | Transfer to families with orphaned and vulnerable children, conditional on school attendance of children aged 6 to 17 and visits to health centres  | 12,000 orphaned and vulnerable children (2006)   | US\$14 to US\$42 monthly, increasing with number of orphaned and vulnerable children in household  | Not evaluated yet  |
| Mexico – Progres-Oportunidades (1997)                                  | Transfer to poor households conditional on regular school attendance of children aged 6 to 17 and visits to health centres  | 5.3 million children, or 18.7% of corresponding school population, receiving education grants (2005) | <ul style="list-style-type: none"> <li>● US\$8 to US\$17 monthly per child in primary school, increasing with grade, and US\$15 per year for school materials</li> <li>● US\$24 to US\$31 monthly per child in secondary school, increasing with grade and with girls receiving more than boys; also US\$21 per year for school materials</li> <li>● One-time transfer for those completing high school</li> </ul> | <ul style="list-style-type: none"> <li>● Small increases in primary school enrolment; increase of 24% in secondary school enrolment in rural areas after 6 years of coverage and of 4% in urban areas after two years of coverage; larger impact for girls than for boys</li> <li>● Increase of 85% in enrolment in first year of high school in rural areas, 10% in urban areas</li> <li>● Increases in grade progression, declines in repetition and dropout rates in primary school, increase in rates of transition from primary to secondary</li> <li>● Decline of 10% to 14% in probability of children working at ages 8 to 17</li> </ul> |



Table 3.2 (continued)

| Programme and starting year   | Description  | Coverage   | Education transfer   | Outcomes   |
|---|--|--|--|--|
| Nicaragua – Social Safety Net (2000)  | Transfer to poor households with children aged 7 to 13 who have not yet completed grade 4 conditional on regular school attendance and performance, and visits to health centres | 30,000 households (2006)                                 | <ul style="list-style-type: none"> <li>● US\$90 annually per household plus US\$25 annually per child for school supplies</li> <li>● US\$8 annually for schools per enrolled child in the programme</li> </ul>                             | <ul style="list-style-type: none"> <li>● Average net increase of 17.7 percentage points in primary school enrolment between 2000 and 2002</li> <li>● Reduction by 4.9 points in child labour participation for 7- to 13-year-olds</li> </ul> |
| Pakistan – Female Secondary School Stipend (2004)                                   | Transfer to girls in secondary schools in 15 districts with literacy rates below 40%, conditional on regular attendance at a public school                                       |  | US\$3 monthly per girl   | <ul style="list-style-type: none"> <li>● Increase of 9% in female enrolment between 2003 and 2005</li> <li>● Increase of ten to thirteen percentage points in attendance for 10- to 14-year-olds</li> </ul>                                  |
| South Africa – Child Support Grant (1998)   | Unconditional transfer to poor households with children under age 14   | 7 million children (2006)                                | US\$27 monthly per child   | Increase of 8 percentage points in school enrolment among 6-year-old recipients in 2002 in KwaZulu-Natal   |
| Turkey – Social Risk Mitigation Project, conditional cash transfer component (2004) | Transfer to poor households with children attending school or under age 7, conditional on school attendance and visits to health centres   | 1.6 million children receiving education transfer (2004) | <ul style="list-style-type: none"> <li>● US\$13 to US\$16 monthly for children in primary school,</li> <li>● US\$21 to US\$29 monthly for children in secondary school,</li> <li>● girls receiving more than boys in both cases</li> </ul> | Increase of 7 percentage points in primary school enrolment of beneficiaries between 2003 and 2005, more among girls than boys   |
| Zambia – Social Cash Transfer (2004)  | Unconditional transfer to extremely poor households affected by HIV/AIDS   | 1,000 households, 2360 children (2004 pilot)             | US\$12.5 monthly per household with children   | Increase of 3% in enrolment among beneficiary children in Kalomo district pilot  |

Notes:

\* Replaced the Food for Education Programme.

Several outcomes presented are from non-experimental studies, in which the impact of the programme cannot be isolated from the effect of other factors and the outcomes therefore should not be considered the result of a causal relationship. Monetary values are in current US dollar.

Sources: A.U. Ahmed (2005, 2006); Ahmed and Arends-Kuenning (2006); S.S. Ahmed (2005); Araujo and Schady (2006); Attanasio et al. (2004, 2006); Brazil Ministry for Social Development and Fight Against Hunger (2005, 2007); Cardoso and Souza (2003); Case et al. (2005); Castro (2006); Chaudhury and Parajuli (2006); Colombia Agencia Presidencial para la Acción Social y la Cooperación Internacional (2007); Ecuador Ministry of Social Welfare (2007); Filmer and Schady (2006); Fuwa (2006); Glewwe and Olinto (2004); Gökalp (2006); GTZ (2007); Hussein (2006); Jamaica National Poverty Eradication Programme (2007); Khandker et al. (2003); Levy (2006); Levy and Ohls (2007); Maluccio and Flores (2004); Morley and Coady (2003); Neri and Buchmann (2007); Paes de Souza (2006); Plaatjies (2006); *The Economist* (2007); Zambia Ministry of Community Development and Social Services and GTZ (2005).

Transparency and credibility are key elements for successful cash transfer programmes

programmes. Bolsa Familia in Brazil and Progresa-Oportunidades in Mexico have established detailed operational rules to prevent leakage of funds and patronage (Levy, 2006). Information campaigns in Ecuador's Bono de Desarrollo Humano (Human Development Voucher) increased awareness and understanding of the management and functioning of programmes and led to reduced leakages (Araujo and Schady, 2006).

Among the most established programmes, piloting prior to scaling up, and effective monitoring and evaluation have led to improved programme design, targeting and delivery mechanisms. For example, lessons learned during the piloting of the Progresa-Oportunidades programme in Mexico were important for its scaling up (Levy, 2006). Similarly, pilot cash-transfer programmes of more recent initiatives in Kenya, Malawi and Zambia (including for orphans and vulnerable children, described in Box 3.8), have identified key constraints that need to be addressed before scaling up, including large numbers of

unregistered children, political interference in the selection of beneficiaries, low monitoring and administrative capacity, problems with payment systems and shortages of facilities (Schubert and Huijbregts, 2006; World Bank, 2007b).

Harmonizing transfer programmes, especially those designed as safety nets, with education policies and strategies is crucial. Some of the largest programmes, such as Progresa-Oportunidades and Bolsa Escola, were launched in communities which already had school services, and excluded some very poor and isolated communities. Other programmes, such as Honduras's Family Allowance Programme and Nicaragua's Social Safety Net, provide direct support to the schools the beneficiaries attend, but the programmes have not been integrated with other school improvement policies or have posed implementation problems (Reimers et al., 2006). The challenge for the most recent cash-transfer programmes in sub-Saharan Africa is to expand enrolment despite poor education quality and shortages of basic facilities and teachers (World



### Box 3.8: Transfer programmes for orphans and vulnerable children

Orphaned and vulnerable children (OVC) face barriers beyond those that affect all poor children. A Global HIV/AIDS Readiness Survey conducted in 2004 found that only one out of eighteen countries had a coherent education sector strategy focusing on needs specific to OVC. However, a more recent study shows the situation is changing, as at least twenty countries in sub-Saharan Africa have integrated children with HIV/AIDS concerns into national plans of action and PRSPs.

An increasingly common strategy for expanding education access for OVC has been the use of cash transfers to offset school costs or to compensate for the opportunity costs of schooling. Social protection programmes aimed at children affected by HIV/AIDS exist in several countries in sub-Saharan Africa, including Botswana (covering 95% of households with OVC), Namibia (33%), Lesotho (25%), Uganda (23%) and Zambia (13%), and Kenya and Togo (10% each).

Kenya is expanding a pilot cash-transfer programme for OVC that began in 2004. Households with OVC receive transfers on condition that those aged 6 to 17 attend basic education, the youngest are immunized and caregivers attend HIV/AIDS awareness sessions. The programme plans to reach 100,000 children by 2009 and 300,000 by 2015. A challenge is the lack of intermediaries to administer grants in the more isolated areas.

Sources: Boler and Jellema (2005); Pearson and Alviar (2007); UNAIDS/UNICEF/WHO (2007).

enrolment was largest, including Burkina Faso, Ethiopia, India, Morocco and Yemen. Providing education of good quality while achieving gender parity and equality requires a coherent education policy framework encompassing institutional changes, redistributive measures and systemic education reforms. Countries that have seen progress in reducing gender disparities have used a combination of interventions in several areas, making girls' education the centre of sectoral policies. Examples from four countries are presented below.

In Ethiopia, political commitment has ensured that policy documents and strategies include a sustained focus on gender equality in basic education. The Education Sector Development Programmes implemented since 1997 have increasingly focused on actions to increase equality generally during the expansion of primary education, but especially in relation to girls as well as pastoral groups and children with special needs. The strategies include measures encouraging girls' enrolment in grade 1 at the official age to increase the chances of primary education completion before puberty; community sensitization campaigns; protection of girls from abduction by having community members accompany them to school; and the installation of toilets and running water in schools (Bines, 2007). While it is not possible to identify the individual effects of the strategies, the overall effect has been that the gender parity index of the GER in primary education increased by 43% to 0.88 between 1999 and 2005.

**In Ethiopia, policy documents and strategies include a sustained focus on gender equality in basic education**

Bank, 2006c, 2007b). Similarly, in Bangladesh schools were overcrowded soon after the Food for Education programme began as there were not enough classrooms and teachers to cope with the enrolment growth (Ahmed and Arends-Kuenning, 2006).

### Improving gender parity

The gender parity target for 2005, the first part of the fifth EFA goal, was missed in most developing countries. At the primary level, the problem is mainly one of limited access and participation by girls. Nevertheless, significant progress has been made since 1999, especially in countries where the gap to the disadvantage of girls in primary school

The National Girls' Education Strategy is at the centre of the overall sectoral policy in Yemen, where a Girls' Education Section and a Community Participation Department have been created in the Ministry of Education to implement the strategy. Within this framework, the government has mobilized the community in support of female education, including through the establishment of village-level communicators and parent councils, as well as training activities to create awareness of the importance of girls' and women's education, and to support behavioural changes. It has also accelerated the construction of co-educational and female-only schools, especially in rural areas, and increased the number of female teachers. Among the latest government measures was the abolition of primary school fees for girls in 2006 (Kefaya, 2007).

**The Government of India launched the National Programme on Girls' Education at Elementary Level in 2003**

Similarly, the Government of Burkina Faso has strengthened its Directorate for the Promotion of Girls' Education as part of its Ministry of Basic Education and Literacy, under the Ten-Year Plan for the Development of Basic Education 2001–2010. Girls' participation has been encouraged by creating and supporting groups for mothers of schoolchildren (*Associations des mères éducatrices*). In addition, the government has waived parental contributions to parent-teacher associations for girls enrolled in the first grade of primary education (Vachon, 2007). Between 1999 and 2005, the girls' GER in primary education increased by 42% and the gender parity index from 0.70 to 0.80.

The Government of India, under its UPE initiative, Sarva Shiksha Abhiyan, follows a two-pronged strategy with respect to girls' education. The first involves targeted measures to increase access and retention; the second comprises activities aiming at motivating and mobilizing parents. The targeted measures include free textbooks for all girls up to grade 8; the installation of separate toilets; back-to-school camps and bridging courses; and recruitment of female teachers. To strengthen this policy, the government launched the National Programme on Girls' Education at Elementary Level in 2003. It is aimed at girls from disadvantaged groups and rural areas, and includes the development of model schools with more intense community mobilization, ECCE centres to help free girls from caring for siblings, free uniforms and materials, and gender sensitization of teachers. The model schools are distinguished by a holistic approach and increased resource allocation. Kasturba Gandhi Balika Vidyalaya, an initiative launched in 2004, aims to increase the transition rate of girls into upper primary school by providing residential facilities in areas where scheduled castes, scheduled tribes or Muslim populations are in the majority (Govinda, 2007).

At secondary level, the gender parity issue is not necessarily one of girls' participation. As Chapter 2 showed, boys now participate less than girls in many high- and middle-income countries, notably in Western Europe and North America, and in Latin America and the Caribbean. Strategies are still emerging to tackle this new issue, increasingly focused on the different ways in which girls and boys learn.

**Providing flexible models for child labourers**

The most recent International Labour Organization (ILO) estimates of the number of child labourers reveal that, while there was a decrease between 2000 and 2004, some 218 million children are still employed, with their right to education restricted. There is much evidence to confirm a negative relationship between work, whether in economic activities or in household chores, and school attendance and survival. The degree of access to schooling by child labourers is the result of an interplay of work-related factors (such as sector and intensity) and school-related factors (such as duration of the school day and flexibility of the school calendar) (Guarcello et al., 2006a). School quality is emerging as an important factor affecting whether a child works or attends school, especially for the most disadvantaged children (Buonomo Zabaleta, 2007; Guarcello and Rosati, 2007).

The majority of child workers are engaged in agricultural activities and most of them work with their families. Many combine this work and schooling. Many others, however, are employed in the worst forms of child labour and are left out of schooling. Policies need to be specific to the different situations of children involved in work. Table 3.3 illustrates several approaches available to governments to increase the access of children to schooling.

Laws establishing a minimum age for employment, banning certain types of child labour and requiring attendance at school exist in most countries, but enforcement is often weak. The Government of Tajikistan, for instance, recently banned the recruitment of students to pick cotton and, more generally, the Education Law prohibits the employment of students in any kind of agricultural work. Although these measures have been emphasized at the highest political level, however, a large percentage of cotton production is still carried out by children (Briller, 2007).

Enforcing the abolition of child labour is difficult when poverty is the main reason children work. Subsidy programmes have been put in place in several countries to cover the direct costs of schooling as well as to make up for the economic contribution of children to their families (see section above on targeted approaches). However, while these have helped give more children access

to education, many children continue to work, combining work with education.

Flexible schooling, non-formal equivalency courses, and transition and bridging courses are some of the many options countries have adopted to meet the learning needs of working children. Flexible schooling and curriculum programmes can balance the time for schooling with children's work schedules, allow the academic year to vary according to the work season and compensate for class time lost with independent modules or with 'summer' school, while adopting a curriculum that reflects children's interests, needs and socio-cultural realities. Such programmes are being developed in several countries, including Bangladesh, Bolivia, Guatemala, India, Kenya, Mexico, Nicaragua, Pakistan, Peru and the Philippines (Lyon and Rosati, 2006).

Transitional education programmes smooth the way back to school for children engaged in work, mostly through remedial support for those who have already re-entered the school system and through bridging courses for those who intend to do so. The Jornada Ampliada programme in Brazil, which provides extracurricular and after-school activities, is an example of support within the formal school system, designed to prevent children from working outside school hours. Part of the Child Labour Eradication Programme,<sup>11</sup> it includes a subsidy intended to partially compensate families for the lost work. The payment is conditional on regular school attendance, social interventions with families and employer compliance with child labour laws. The goal is to cover about 930,000 children (Brazil Ministry for Social Development and Fight against Hunger, 2007). An evaluation of the initial implementation stage of the programme in three poor rural states showed that the probability of a participating child being in work fell by four percentage points in the first state, thirteen in the second and twenty-five in the third. There was a particular decline in the likelihood of being engaged in risky work. In addition, participating children improved the rate at which they advanced through primary school. Non-formal equivalency programmes are also provided for working children unlikely to go back to school, allowing them to acquire basic literacy, numeracy and life skills (Yap et al., 2001).

Bridging courses are intensive 'catch-up' courses given as extra activities in formal schools or

**Table 3.3: Examples of policy approaches to address child labour and school attendance**

| Improving <b>incentives</b> for children to go to school   | Removing <b>constraints</b> stopping children from going to school   | Using <b>legislation</b> to encourage schooling and discourage labour  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Make school attendance more accessible (more schools, flexible scheduling)</li> <li>• Reduce or eliminate school fees</li> <li>• Eliminate discrimination against girls in schools</li> <li>• Improve education quality</li> <li>• Improve basic services (e.g. access to clean water)</li> </ul> | <ul style="list-style-type: none"> <li>• Develop strategies to eliminate poverty</li> <li>• Create social safety nets</li> <li>• Establish conditional cash or food transfers</li> <li>• Promote financial instruments that allow access to credit and collateralize assets</li> </ul> | <ul style="list-style-type: none"> <li>• Enforce compulsory education laws</li> <li>• Introduce and enforce appropriate child labour laws</li> </ul> |
| Providing protection and rehabilitation <b>services for working children</b>   |  |  |
| <ul style="list-style-type: none"> <li>• Remove children from hazardous and the worst forms of child labour</li> <li>• Enforce health, safety and other employment standards</li> <li>• Provide access to education and health services</li> <li>• Offer vocational training and other rehabilitation services</li> </ul>                  |  |  |

Source: Betcherman et al. (2004, Table 5).

through non-formal networks. For example, Basic Education for Hard-to-Reach Urban Working Children, a project in Bangladesh, offers a two-year bridging course to working children, at the end of which they can be admitted to regular schooling. For children above the age of formal basic schooling, the project provides vocational skills training. The first phase of the project covered about 350,000 children aged 8 to 14 working in the informal sector (Lyon and Rosati, 2006).

In general, most programmes targeting child labourers are small-scale, partly due to the population involved and the required teaching approaches. Consequently, it is not often possible to assess their replicability or their potential to be scaled up. Few have been sufficiently evaluated and it is difficult to assess which approaches might be more effective in reaching out to child labourers, whether they provide meaningful learning and which components of a given programme make the most difference. Nor is it possible to judge their sustainability (Lyon and Rosati, 2006).

While measures to compensate for the costs of attending school have had some success in increasing access to education for working children, they are unlikely to lead to better educational outcomes if they are not reinforced by other interventions, as the programme in Brazil shows. For some groups of children, flexible

**Transitional education programmes smooth the way back to school for children engaged in work**

11. This programme was combined with the comprehensive Bolsa Familia transfer programme in 2006.

**Bilingual education has been found to improve the schooling outcomes of children from indigenous communities in many countries**

approaches to learning might be the only way to obtain a basic level of education, though the evidence on this is limited. Ultimately, other factors, economic and cultural, are at the root of child labour and need to be addressed if working children are to have the opportunity to learn.

### **Reducing ethnic discrimination in schools**

Experiences in diverse contexts, including in Bangladesh, Bolivia, China, Ecuador, Guatemala, India, the Lao People's Democratic Republic, Mexico, Nepal, Pakistan, Tunisia and Viet Nam, show that children of indigenous populations are less likely to enrol in primary education and more likely to repeat than non-indigenous children (Lewis and Lockheed, 2006).

Among the main needs to be met in order for indigenous children to have access to good-quality education are appropriate and accessible schooling opportunities, adequate resources in schools and cultural relevance of the education offered. Language of instruction plays a key role. Bilingual education has been found to improve the schooling outcomes of children from indigenous communities in many countries, including Mexico and Guatemala (Hall and Patrinos, 2006; Parker et al., 2005). In the latter, bilingual education has also led to a reduction in repetition rates, with cost savings estimated at US\$5 million a year (Lewis and Lockheed, 2006). However, formal bilingual education programmes require the production of learning materials in local languages and special training for teachers (see section below on bilingual and multilingual education).

Children belonging to nomadic or pastoralist communities, and those living in very remote areas, face specific challenges. To respond to the needs of such groups, governments in countries including China, Eritrea, Ethiopia, Mongolia, Morocco and Turkey have provided schools with boarding and hostel facilities. However, there are concerns about the quality of these schools, including the physical infrastructure, and about the cost for households in cases where fees are charged (Aydagül, 2007; Carr-Hill and Peart, 2005). The recruitment of teachers who speak the local language and are trained to work with nomadic and pastoralist children is another difficulty. A positive experience has been the continuation of a teacher-training programme in Nigeria for young

people from nomadic groups after the external financing ended in 2000 (Theobald et al., 2007).

Children and youth in the European Union belonging to minority groups or of immigrant origin have higher dropout and expulsion rates, achieve lower learning outcomes and often do not pursue higher education in the same proportion as other groups (Luciak, 2004). The 2006 annual report of the European Union Agency for Fundamental Rights identifies Roma and travellers as the group most vulnerable to educational discrimination in EU member states (European Monitoring Centre on Racism and Xenophobia, 2006a). While policies of systematic segregation of Roma communities are gradually changing, Roma children still experience several forms of informal segregation, including being separated from other learners in the classroom or placed in schools for children with developmental disabilities (European Monitoring Centre on Racism and Xenophobia, 2006b; European Roma Rights Centre, 2004; Open Society Institute, 2007). The problem is compounded by the geographic isolation and housing segregation of Roma communities. Government strategies to improve the primary education of Roma children include financial incentives for schools (as in Hungary and Slovakia) or for learners (as in the Czech Republic, Greece and Slovakia). Both types of incentives are usually directed at learners from low-income families rather than specifically at Roma (European Monitoring Centre on Racism and Xenophobia, 2006; European Roma Rights Centre, 2007). In Bulgaria, Croatia, the Czech Republic, Finland, Poland, Romania, Slovakia and Spain, Roma classroom mediators or assistants have been appointed. While their degree of involvement in the classroom varies by country, their focus is to support children's academic achievements through dialogue between the school and the community. This strategy is reported as having a beneficial impact (European Roma Rights Centre, 2007; Rus, 2004).

### **Inclusive education for the disabled**

The World Education Forum confirmed that education can play a key role in overcoming exclusion of the disabled. The strong international endorsement of the Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly in 2006, already signed by more than 100 countries, represents an important shift from a 'medical welfare' perspective to a human rights one. Article 24, which covers

education, calls for an inclusive education system at all levels, ensuring that 'persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability' (United Nations. 2006).

There is increasing recognition in many countries that a policy of inclusion, whereby those with special needs are taught in ordinary schools with various forms of special support, is preferable to segregation in special schools. However, a clear disparity exists between rich and poor countries in the implementation of this approach to meeting the needs of disabled children or those with learning difficulties. In Europe the trend is clearly towards inclusive education supported by programmes for families. In Latin America and most parts of Asia and sub-Saharan Africa, however, financial constraints limit the coverage and extent of such programmes (Muñoz Villabos, 2007). Three examples of programmes in developing countries demonstrate the approaches being taken and some of the problems.

Uganda has a system of special schools but is also committed to developing inclusive clusters of schools, each with either a special needs coordinator or tutor. In addition, at least one teacher in each school is made responsible for inclusive and special needs education. Special schools to meet the needs of the more severely disabled are a source of expertise to assist inclusion in ordinary schools. The success of the approach is constrained by insufficient training for those dealing with special needs, especially in ordinary schools, and the fact that primary school class size in Uganda averages over fifty pupils, making individual attention difficult. A recent study shows that the needs of disabled children (who are estimated to make up about 3% of the primary school population) are not being adequately met, as only 7% of the disabled children in the grade 7 age group are actually in grade 7. Moreover, the proportion of orphans – many orphaned because of HIV/AIDS – in special schools is almost twice that in ordinary primary schools, suggesting that the latter are not meeting their particular needs (Kristensen et al., 2006).

Ethiopia introduced a new special education needs strategy in 2006, with support from Finland. It is

designed to foster inclusive schooling by training teachers to identify learning difficulties and impairments, finding ways to facilitate active learning by all children and establishing support systems. It will build on the current provision: classes and units attached to ordinary schools along with seventeen special schools, of which eleven are run by NGOs. The special schools are mainly located in urban areas and cover only around 1% of children with special needs. The strategy also aims to increase the output of teachers from the country's one specialized teacher-training institution, ensure that special needs education is included in national and regional education sector planning and reporting, and develop national capacity, particularly at local and institutional level. Plans include an increased number of trained teachers and the preparation and inclusion of a component on special education needs in teacher-training programmes. Cluster schools used for teacher professional development and special schools will act as resource and support centres and provide adapted materials and travelling teachers for support (Bines, 2007).

In Brazil, where an estimated 24 million persons (14.5% of the population) have disabilities of some kind, the 2002 Education Law emphasizes the need for schools to promote and accept the enrolment of children with specific learning needs. It commits the government to provide specialist teachers and pedagogic support in resource centres, hospital classes and residential centres. A special degree programme initiated in 2005 aims at preparing teachers and other specialists to work with deaf people in multiple settings, including deaf children in mainstream education (Ferreira, 2005).

### **Scaling up learning opportunities for youths and adults**

A key difference between the Millennium Development Goals related to education and the EFA goals is the concern of the latter with adult literacy and other basic skills and knowledge required by the whole population. The world still counts 774 million illiterate adults, of whom 139 million are aged between 15 and 24. Expansion of primary education has helped reduce youth and adult illiteracy rates over time, but the EFA goal of halving them by 2015 will not be met without a substantial scaling up of programmes. In general, the position of youth and adult education

**In Europe the trend is towards inclusive education for children with disabilities**



programmes remains marginalized, particularly in terms of public funding.

Nevertheless, some governments recently have begun developing national systemic frameworks for meeting the needs of youths and adults. These efforts include: strengthening programmes through legislation; integrating objectives and targets for youth and adults in national education and development plans; designing special funding arrangements, language policies and bridges between non-formal and formal education; and developing partnerships with the non-state sector.<sup>12</sup>

China is an example of a country where efforts to reduce illiteracy have been strong and sustained. The illiteracy rate fell from 22% in 1990 to 9% in 2000. The near universalization of primary education, geographically targeted approaches and attention to post-literacy education have contributed to this achievement. Rapid economic growth and rising per capita income have also helped. From the late 1970s, the Chinese Government's efforts to eliminate illiteracy were primarily motivated by the desire for faster economic development. Literacy education was viewed as a base for further technical training to improve China's economic competitiveness. Programme success has resulted from: geographic targeting of the least literate areas; community and NGO involvement; development of materials that integrate learning to read with training in agricultural and entrepreneurial skills, with effective communication of these materials through technology and the media; and very strong supervision and monitoring. Financial support has come from urban governments and neighbourhoods, surcharges on taxes in rural areas and donations (Ross et al., 2005).

Since 2003 Brazil has also made adult literacy a high political priority. To respond to the learning needs of 16.7 million illiterate Brazilians in 2000, the government expanded its youth and adult education programmes. The initiative includes two national, government-funded subprogrammes, Literate Brazil and Making a School. Between 2000 and 2005, enrolment in these increased from 3.4 million to 4.6 million. Within the country's decentralized structure, the federal government has made agreements with state and municipal bodies, NGOs, and other public and private organizations for programme implementation.

Federal financing is provided, with the level of support to states and municipalities related to a new 'educational fragility index' (Hoppers, 2007; Neri and Buchmann, 2007). From 2000 to 2004, the adult illiterate population decreased by almost 1.7 million.

Several countries have given particular emphasis to strengthening the normative framework and to integrating non-formal education in national education plans. In Thailand, where the adult literacy rate was 93% in 2000, the Strategic Plan for Non-formal and Informal Education Reforms towards Lifelong Learning 2006–2008 has reinforced the role of basic and continuing non-formal education (Hoppers, 2007). Nepal has expanded the scope of non-formal education through the 2002 Education Regulation and its Non-Formal Education Centre has prepared a five-year plan (2004–2009) taking a more holistic approach to national literacy and non-formal education programmes (Chitrakar, 2007). A third example is Indonesia, where the government strengthened the legal status of non-formal education in 2003 (UNESCO-Bangkok, 2006). Within the country's decentralized education system, the capacity to provide literacy programmes has increased, reaching 350,000 learners in 2005, and the target of reducing the illiteracy rate to 5% by 2009 from 10% in 2004 has been integrated into the country's National Medium-Term Plan 2004–2009. In South Africa, the emphasis has been on skills development. This is reflected in a strengthened National Qualification Framework and a National Skills Development Strategy adopted in 2001. The government has also established Sectoral Education and Training Authorities to govern and finance skills development, and introduced a compulsory skills levy, equal to 1% of wages (Aitchison, 2007).

A central feature of several youth and adult learning programmes has been the development of partnerships between the state and non-state providers. India was one of the first countries to open the door to closer collaboration between state and civil society through its National Adult Education Programme in the late 1970s (Oxenham, 2004). More recently, since the mid-1990s, the governments of Bangladesh and Senegal have developed closer partnerships with civil society organizations to increase youth and adult learning opportunities. In Bangladesh, the programme of the Bureau of Non-Formal Education is implemented

**China is an example of a country where efforts to reduce illiteracy have been strong and sustained**

12. For further details, see *EFA Global Monitoring Report 2006: Literacy for Life* (UNESCO, 2005).



through over 300 contracted national and local NGOs (Us-Sabur, 2007). The Senegalese model called 'faire-faire' started in 1995 and was adopted as a strategy to boost the country's low literacy rate, which stood at 39% in 2002. In this model, the government sets the framework for programme provision but outsources the conception and implementation of programmes to non-state providers. The model has since spread to Burkina Faso, Chad, Côte d'Ivoire, the Gambia, Guinea and the Niger. Positive outcomes have included greater access to financing for the providers and steady increases in the number of learners. On the other hand, several quality-related problems have emerged, such as limitations to providers' capacity for training of literacy teachers (Wade Diagne and Aw Sall, 2006; Nordtveit, 2005).

Countries that have scaled up programmes for youths and adults are characterized by strong political commitment to these groups and broad popular support. While there is no single model of how to achieve serious advancement in this area, clearly sustained national and local leadership is crucial for progress (UNESCO, 2005a).

## Improving learning

The Dakar Framework for Action called for inclusive educational environments conducive to learning with well-defined levels of achievement for all and clearly stated that the quality of learning is at the heart of EFA. Chapter 2 demonstrated that many countries have made great efforts to improve the quality of education and, indeed, most countries increased the survival rate to the last grade of primary education. Chapter 2 also showed, however, that learning assessments indicate that poor learning outcomes remain a tremendous challenge in most countries. Quality is not just a matter of staying in school, i.e. of retention and survival, though this is obviously a necessary condition. It must also involve very deeply what happens in school. The 2005 Report developed a framework for defining, understanding and monitoring quality in formal education (UNESCO, 2004b, p. 35), centred on teaching and learning in the classroom. Good-quality teaching and learning in the classroom are vital to ensuring effective learning outcomes that provide children with literacy, numeracy and other skills, enhance their creative and emotional development, and equip them with values and attitudes that enable them to

be active and engaged citizens leading meaningful and valued lives. The 2006 Report took this further, showing that a key to effective adult literacy programmes is to have motivated learners and instructors with sufficient incentives to do their jobs well (UNESCO, 2005a). The 2007 Report emphasized that the relationship between the child and the carer or teacher is the most important for quality at the early childhood level (UNESCO, 2006a). As adult literacy and ECCE were extensively treated in the two most recent Reports, this section focuses mainly on learning in primary education, building on and extending the analysis in the 2005 Report. It covers four broad policy areas: a healthy and safe learning environment; the allocation of time and provision of learning resources such as textbooks; sufficient numbers of trained and motivated teachers; and effective teaching and learning strategies. Teachers are essential, so they must be sufficiently present and trained, and use effective strategies. Many countries have adopted some of these elements of quality. Adopting all or most of them together, as in Cambodia (Box 3.9), is the key.

**Countries that have scaled up programmes for youths and adults have strong political commitment to these groups and broad popular support**

### Box 3.9: Access and quality measures reinforce each other in Cambodia

Cambodia has undertaken an ambitious education reform agenda that has started to bear fruit in terms of both quality and access. During the 1990s, Cambodia invested heavily in school construction, textbooks and teachers, yet with only a limited effect on participation and learning. In 2000 it launched the Priority Action Programme (PAP), which added the demand side to the supply measures of the 1990s: poor families' costs were reduced when the start-of-the-year school fee was abolished in 2001; scholarships were made possible for poor lower secondary students; children in poor schools began receiving daily breakfasts, with support from the World Food Programme; school health measures such as deworming were introduced; and schools were given grants, mainly for school supplies, to relieve parents of the cost, and for remedial classes where needed. PAP is not just concerned with the demand side; it includes important measures to improve teacher training, special allowances to encourage teachers to take up posts in hardship areas and, through the Education Quality Improvement Project, cash grants for primary schools to improve quality. The most cost-effective form of cash grant was that used for developing teachers. Huge challenges remain, however, including retaining children in school after the first few years and further improving learning. These are being addressed through the Education Strategic Plan 2006-2010, which will expand pre-primary education and continue to focus heavily on teacher training and teachers' working conditions.

Sources: Cambodia Ministry of Education, Youth and Sport (2005); Marshall (2004); World Bank (2005a).

**School feeding programmes encourage parents to enrol their children in primary schools and to keep them there**

## Safe and healthy schools

The Expanded Commentary to the Dakar Framework states that learning environments should be healthy, safe and protective; otherwise, children cannot be ready to learn. Previous Reports have shown that combining health and nutrition interventions with educational ones can have a lasting impact, and that schools can deliver them cost-effectively. Increasing evidence is also accumulating about the extent of violence in schools and the need to prevent it to enable effective learning.

### Nutrition interventions

School feeding programmes encourage parents to enrol their children in primary school and to keep them there. Children provided with meals in school attend classes more regularly and are less likely to drop out. An impact evaluation of the school feeding programme in Chile, which targets disadvantaged students in pre-primary, primary and secondary education, found this type of intervention to be more cost-effective than others in reducing absenteeism and dropout (Cornejo B. et al., 2003). Ensuring that children also have access to nutritious food at home reinforces the impact of school-based interventions. Providing children with take-home rations in addition to school meals was accompanied by a sustained increase in enrolment in thirty-two countries in sub-Saharan Africa and apparently was particularly beneficial for girls in the higher primary school grades.<sup>13</sup> A comparison of a programme providing both school and home rations with one providing only school-based rations showed little difference in girls' enrolment in the first year but a marked difference in the second year: the combined approach maintained enrolment growth, whereas the provision of school-based rations alone resulted in only half the growth rate (World Food Programme, 2006).

Programmes delivering food with micronutrient fortification, such as biscuits, bread spread and soup, also have the potential to increase pupils' concentration span and learning capacity by reducing short-term hunger in the classroom and helping alleviate general undernutrition.<sup>14</sup> In general, it is difficult to assess the causal impact of these programmes on learning outcomes since many other factors, such as children's socio-economic background, also affect nutritional status and school performance.

However, the school feeding programme in Bangladesh, which has operated since 2002 in chronically food-insecure areas, has been evaluated and shown to be effective. In addition to increased enrolment and completion rates, improvements in achievement tests were recorded by children receiving fortified biscuits, after controlling for other factors. Participating children in grade 5 scored 15.7 percentage points overall above non-participating children (A. U. Ahmed, 2004).

### Health programmes

Other school-based programmes to promote pupils' health have been linked to increased attendance rates in primary school, although the evidence that they have a positive impact on learning outcomes is limited. Although no clear relationship could be established for a deworming programme carried out in rural Kenya (Miguel and Kremer, 2004), a recent study in the United Republic of Tanzania found higher cognitive gains for children who had received the treatment (Grigorenko et al., 2006).

While the evidence on the potential effectiveness of school-based health and nutrition interventions is persuasive, success depends on several conditions: (i) the programmes are explicitly linked with education sector priorities to ensure commitment to their implementation; (ii) there is a formal, multisectoral policy to ensure that health workers do not resist the delivery of interventions by teachers; (iii) the existing infrastructure is used, rather than creating new infrastructure to deliver interventions; (iv) the interventions are simple, safe and familiar; (v) there is an inclusive approach to identifying implementation partners; and (vi) there is significant government financial support and only minimal dependence on donor funding (Bundy et al., 2006).

Health and nutrition interventions can be less costly if delivered by teachers.<sup>15</sup> It is important to ensure, however, that the administration of such programmes by teachers does not reduce teaching time, as happened with school meal programmes in Chile and Kenya (Cornejo B. et al., 2003; Vermeersch and Kremer, 2004).

### Physical safety

The framework developed by the intersectoral partnership FRESH (Focusing Resources on Effective School Health) and launched at the

13. These results were not derived from impact studies and it is not possible to identify to what extent the increases in enrolment are a direct result only of the programme.

14. See, for example, a survey conducted by the South African Medical Research Council, cited in Pridmore (2007).

15. See Bundy et al. (2006) for a review of interventions and their costs.

World Education Forum emphasized that school environments should support initiatives aimed not only at improving children's health status but also at increasing their safety.<sup>16</sup> Yet, despite increased recognition of the problem, coordinated responses remain limited to relatively small-scale initiatives undertaken primarily with NGO support (UNESCO, 2003*b*, United Nations, 2006*d*; USAID, 2003). Even where legislation and policies are in place, enforcement can be problematic. To address this issue, the Republic of Korea's Act on the Prevention of School Violence requires schools to prepare a new plan every five years for preventing school violence. A national committee is responsible for coordinating and monitoring implementation of the plans and overseeing reviews and updates. Every school is required to hold regular sessions and to recommend whatever actions may be called for within the school or beyond (United Nations, 2006*d*).

Head teachers are important for combating violence in schools and do so most effectively when they work with other stakeholders in developing and implementing policies concerning the conduct and discipline of teachers and learners. Studies in Botswana and Ghana found that the most common feature of safe schools was strong management (Dunne et al., 2005). A review of programmes in Latin American and Caribbean schools has also shown the importance of providing learners with the opportunity to participate in decision-making about their own environment (United Nations, 2006*d*). A similar finding resulted from a six-country study in South Asia and sub-Saharan Africa, which reported that schools were more likely to address violence effectively where teachers listened and responded to pupils' concerns and needs (Boyle et al., 2002).

Gender-based abuse within schools, in particular, is a major obstacle to achieving the goal of gender equality (UNESCO, 2003*b*). Working closely with communities is important in overcoming gender-based abuse. In Ethiopia, communities have taken the initiative to establish Girls' Education Advisory Committees, which have created girls' clubs that serve as safe spaces for girls to talk and encourage them to report harassment and abuse. These and other initiatives have combined to reduce girls' dropout rates (USAID, 2003).

## Sufficient time and available learning resources

Chapter 2 pointed to the importance of instructional time, along with sufficient textbooks and access to learning materials, in assuring quality. No further analysis of instructional time is presented here, but the evidence in Chapter 2 shows that many countries might be able to improve learning if they were to increase the number of hours devoted to instruction each year. In some cases this is a matter of increasing official hours towards about 800 hours per year, the average in primary schools that characterizes North America and Western Europe, East Asia and the Pacific, Latin America and the Caribbean and the Arab States (though all these are below the 850 to 1,000 hours often recommended); in other cases it is more a matter of ensuring that intended instructional hours are actually delivered, in the face of various factors that tend to reduce them, such as teacher absenteeism.

Good textbooks and learning materials are essential. The availability of textbooks, in particular, is associated with better student outcomes and is especially beneficial for disadvantaged students.<sup>17</sup> Yet, in many countries learners do not have easy access to the basic textbooks they need. Even where such materials have been produced, they may not be available in schools and other learning centres due to problems of procurement and distribution. Where they are available, financial charges often act as a barrier for poor families.

Many countries have liberalized textbook production and distribution in an attempt to make books more widely available. This is not always a straightforward solution, as large publishing houses can dominate the market without creating the anticipated efficiencies, or without necessarily passing on efficiencies in the form of reduced prices. There have, however, been some success stories, such as that of Uganda, where textbook prices have been reduced by 50% as a result of liberalization (Eilor et al., 2003). In all cases, measures to liberalize textbook production or distribution need to be accompanied by government coordination and involvement in setting frameworks and maintaining oversight.

Some countries that have abolished tuition fees in primary schools have also begun to distribute textbooks free of charge. As part of its Education Sector Strategy, Cameroon in 2000 eliminated

**Head teachers are important for combating violence in schools**

16. FRESH is an initiative involving the World Health Organization, UNICEF, UNESCO, the World Bank, Education International, the Partnership for Child Development and the Education Development Center as partners. Its framework for developing healthy school environments contains four main components: (i) health-related school policies, (ii) healthy learning environments, (iii) skills-based health education and (iv) school health and nutrition services.

17. In addition to Chapter 2 for references on the impact of learning materials on achievement, see Boissiere (2004) for a review of the determinants of primary school outcomes.

**Sufficient teacher salaries are essential to provide teachers with a reasonable standard of living, work professionalism and job satisfaction**

primary school fees, liberalized textbook production and distribution, and began to distribute free textbooks to priority areas (Bentaouet-Kattan, 2006). The same year, Lesotho abolished textbook rental charges in primary schools, resulting in an increase in the average number of textbooks per pupil from 4.9 to 5.7 (World Bank, 2005*h*). Other countries, including the Gambia and Viet Nam, have eliminated textbook rental fees and replaced them with loan arrangements. Still others<sup>18</sup> provide free textbooks to targeted groups (Bentaouet-Kattan, 2006).

To make the benefits of new technology accessible to teachers and students, and to improve teaching quality, the Government of Mexico launched the Enciclomedia. This digital encyclopaedia amalgamates the contents of the textbooks that are distributed free to all fifth and sixth grade students. In the 2006/2007 school year over 148,000 information technology rooms were operating throughout the country, benefiting 3.9 million students (Bracho, 2007).

### **Skilled and motivated teachers**

The Dakar Framework for Action stresses that, to achieve EFA, governments need to enhance the status, morale and professionalism of teachers and enable them to participate in actions affecting their professional lives and teaching environments. This section highlights country efforts to improve the availability of skilled and motivated teachers so as to sustain gains in primary school enrolment.

Previous Reports (UNESCO, 2004*b*, 2005*a*, 2006*a*) have already examined policies and strategies to attract candidates to teacher-training programmes and to improve teachers' initial and ongoing training, performance, motivation and work conditions. Reports have stressed that:

- Lowering teacher-training admission requirements, procedures and standards to increase the number of recruits (Mozambique) is a tempting policy measure but may not be consistent with efforts to improve teacher quality and student learning outcomes.<sup>19</sup> Other possible strategies include organizing publicity campaigns and providing more flexible pathways towards the teaching profession (South Africa). Reorganizing teacher-training institutions, opening new teacher-training colleges and subsidizing non-state teacher-training

institutions (Rwanda) can also be successful mechanisms for increasing the availability of trained teachers without lowering standards.

- Shortening the initial teacher-training cycle has been the trend in some countries in sub-Saharan Africa (Ghana, Guinea, Malawi, Mozambique, Uganda and the United Republic of Tanzania). It can be effective at delivering increased numbers of new teachers (Guinea), although the effects on teacher quality have not been widely studied. For the initial training, balancing full-time residential training in a college or university with school-based experience (Cuba, United Kingdom) or a combination with distance education models can be more cost-effective than predominantly or entirely full-time residential training. These models require sufficient mentoring capacity in schools and appropriate materials for distance learning, particularly if they are to reach teacher candidates in rural areas. A flexible teacher-training curriculum that balances subject knowledge and skills with knowledge of learners and local language is also essential (Multi-site Teacher Education Research Project in Ghana, Lesotho, Malawi, Trinidad and Tobago, and South Africa).
- Sufficient teacher salaries, both relative to other groups and in real terms, as well as appropriate work conditions, are essential to provide teachers with a reasonable standard of living, work professionalism and job satisfaction.
- Incentives can help increase the teacher supply as well as teacher performance and motivation. They can be in the form of funding formulas that allow for local teacher training, hiring and salary setting (Brazil), performance-based incentive systems (Chile, Mexico) or decentralized and school-based management focused on increased teacher participation in decision-making (El Salvador, Honduras).
- Increasing teacher utilization or workload by increasing class size (Ethiopia), or by opting for multigrade classrooms or multishifts, reduces demand for teachers, yet may have negative implications for quality, as these measures require specialized teacher training that is often not available (multigrade) and can affect actual hours of instruction (multishifts).

18. Armenia, Chile, China, Ethiopia, Guinea, India, Malaysia, Morocco, Nepal, Tajikistan and Turkey.

19. Many developing countries facing teacher shortages already train teachers at no higher than upper secondary level (UIS, 2006*c*; UNESCO-IBE, 2007*b*), in which case the lowering of entry requirements would seem particularly infeasible.

- Lifelong learning structures for teachers (China) and ongoing professional activities such as study opportunities, training workshops, in-service advisers (Sri Lanka) and inspector or peer consultations, are critical for upgrading teachers and improving their professional skills, particularly for newly qualified or untrained teachers.

This Report highlights country efforts to improve the availability and deployment of skilled and motivated teachers to sustain gains in primary school enrolment, focusing on the challenges of hiring contract teachers, strategies to ensure equitable geographic distribution of teachers (including women teachers) and teacher professional development.

### Using contract teachers

While a significant number of additional teachers in primary education were appointed in many countries of sub-Saharan Africa, and South and West Asia between 1999 and 2005, Chapter 2 showed that the effort was not enough to meet the sharp increase in enrolment over the period. In sub-Saharan Africa, the PTR was above 40:1 in 2005 in more than half the countries with data. The large increase in demand for primary education, together with fiscal constraints limiting the expansion of training facilities and the overall size of the teacher wage bill, have prompted several governments to adopt alternative measures to contain the costs of increasing the supply of teachers. Among these is the employment of contract teachers, which has become common in many countries in sub-Saharan Africa and in India. In Cameroon, for example, where the primary GER increased by 31% between 1999 and 2005, some 65% of all teachers were contract teachers in 2002. Contract teachers made up 56% of Senegal's teaching force in 2003 and its primary GER increased by 28% in the same period.

While there is broad diversity in these teachers' characteristics and employment conditions,<sup>20</sup> they tend to share the common features of being hired locally on temporary contracts, being paid less than regular civil service teachers and not receiving the same benefits. The rationale for their employment usually includes all or some of the following:

- limiting the costs of teacher expansion and hence making it possible to accommodate them in public budgets;
- increasing the supply of teachers to accompany, or induce, increases in enrolment and to control class size;
- increasing local accountability by hiring local people and hence reducing absenteeism and improving teacher performance;
- ensuring that there are teachers in hard-to-reach areas (Bourdon et al., 2007; Duthilleul, 2005; Zafeirakou, 2007).

In analysing the impact of contract teachers, it is important to note their two key characteristics: they are not as well remunerated as regular teachers and they are likely to have little training.

Contract teachers undoubtedly help countries sustain enrolment growth. Less clear is their impact on learning, as evidence is limited. Regarding test scores, the presence of contract teachers is associated with positive effects in Mali, somewhat mixed in Togo and negative in the Niger (Bourdon et al., 2007). This result may be related to the ways the contract teaching system is implemented and managed in the three countries. In Mali and Togo, contract teachers work predominantly through local communities, which may lead to closer monitoring and more effective hiring. In the Niger, by contrast, the system is more centralized. Evidence on absenteeism is equally mixed: absenteeism among contract teachers is often similar to, or higher than, that of civil servant teachers on permanent contracts (Glewwe and Kremer, 2005). For example, in Ecuador and Peru, contract teachers had higher absence rates than regular teachers, with differences of eight percentage points in Ecuador and twelve to thirteen points in Peru (Alcázar et al., 2006; Chaudhury et al., 2004). Yet, in other countries, absence rates are lower for contract teachers. Again, the effect may depend more on whether teachers are hired locally than on whether they are on contract. Where teachers are employed directly by parents or the community, they have more incentive to increase their effort (Michaelowa and Wechtler, 2006).

The key policy challenge for governments with respect to contract teachers is the long-term sustainability of maintaining two groups of teachers with very different conditions of service. There are also implications for the professional status of teaching and for the labour rights of teachers as codified in the principles of the ILO (Tomasevski,

**The employment of contract teachers has become common in many countries in sub-Saharan Africa and in India**

20. Contract teachers are also called temporary, auxiliary, volunteer, para- and community teachers.



2003). Moreover, maintaining a large group of contract teachers will create pressure for their eventual absorption into the regular teaching force. Governments need a policy framework preserving the flexibility and local responsiveness that a system of contract teaching offers while ensuring that quality is not compromised and that in the long run regular and contract teachers are integrated into one career stream; such a framework is being developed in Mali, Senegal and some states in India.

### *Deploying teachers to underserved areas*

Of the forty-six countries in sub-Saharan Africa, and South and West Asia for which the relevant data are available, 65% have primary PTRs of 40:1 or below. However, these national averages can conceal sharp imbalances within countries, where teacher deployment does not match the distribution of pupils. On average, 75% of the variation in teacher numbers across schools in twenty-two sub-Saharan African countries is not explained by enrolment size (Mingat, 2003). Bangladesh, Cambodia, Ethiopia, Mozambique, Uganda and the United Republic of Tanzania all have both a high average PTR – a sign of teacher shortages – and relatively large disparities across geographic areas (Sherman and Poirier, 2007). The disparities are more evident in rural areas. In Ethiopia, for example, the average PTR in grades 1 to 4 in rural government schools was 1.6 times as high as the average for urban schools in 2001/2002 (World Bank, 2005*b*). In Malawi's rural schools the average PTR was 77:1, compared with 44:1 among urban schools in 2004; and the ratio of pupils to trained teachers reached 200:1 in some rural districts (World Bank, 2004*b*).

These variations suggest there is often no clear policy of allocating teachers according to the real needs of schools. They also suggest that the structure of incentives to attract and retain teachers to the various geographic areas needs adjusting. Teachers may prefer urban postings for several reasons, mostly related to quality of life, working conditions, opportunities for professional development and access to health facilities. Cultural and safety conditions in rural areas may make employment of female teachers especially problematic (Mulkeen, 2006). Governments have addressed the challenge of deploying teachers more equitably and efficiently in different ways, including centralized deployment, decentralized deployment, an enabling institutional environment and financial incentives. Many countries where girls' enrolment lags behind that of boys are also seeking

to increase the proportion of female teachers, particularly in rural areas where the gender gap in enrolment is often more pronounced.

Where deployment is done by a central authority – whether national, as in Malawi, or provincial, as in Mozambique – there is scope to plan it more rationally, with less local pressure. Implementation, however, does not always follow. Turkey, for example, introduced a new staffing regulation in 2000 after developing a system of regional classification that gave underserved provinces priority in teacher deployment. The regulation requires state school teachers to serve three to four years in at least one of the regions where teacher shortages have been identified. Apparently, though, enforcement of the norm has proved difficult (Aydagül, 2007). The United Republic of Tanzania experienced significant growth in the teacher supply between 1999 and 2005, partly because the number of trainees at teaching centres tripled. Not all new graduates actually teach, however: in 2003 about 20% did not report to the post assigned to them (Woods, 2007*c*).

Decentralized systems of teacher deployment allow more flexibility to respond to local needs, but at the same time are more open to the influence of local élites or pressure groups, especially where administrative capacity is weak (Mulkeen, 2006). More market-oriented systems present similar advantages and weaknesses. Lesotho has such an approach. Most teaching posts are filled and there is little variation in the PTR between rural and urban areas. But since more qualified teachers can compete more successfully for posts in urban areas, schools in rural areas tend to have to recruit unqualified or volunteer teachers (Mulkeen, 2006). Similar effects are observed in China, where city schools have few problems recruiting the trained teachers they need but in poor rural areas, particularly in the western provinces, more untrained teachers tend to be employed (UNESCO, 2005*b*). The government has initiated programmes to address the problem, including Free Education for Normal University Students, which waives fees in exchange for a commitment to teach for three years in a rural school; the Internship Programme for the Support of Rural Schools, which encourages teacher-training institutions to organize internships in rural schools; and the Master of Education for Rural Schools, a programme in which new graduates who teach for three years in poor counties are then given a year of courses at the

There is often no clear policy of allocating teachers according to the real needs of schools



master's level and must teach a further year in a rural school while preparing the dissertation (Zhao and Wenbin, 2007).

An enabling institutional environment, including effective presentation of data and transparent management practices, can be important for the implementation of a teacher deployment policy, as the Rainbow Spectrum initiative in the Philippines illustrates (Box 3.10). Senegal has also taken measures to rationalize teacher management by establishing a monitoring system and reforming procedures for teacher appointments and transfers to increase transparency and reduce the time required (Niane and Robert, 2007).

Financial incentives have also been used to attempt to redress disparities in teacher deployment. Teachers who agree to teach in rural schools are paid bonuses or hardship allowances. In Lesotho, for example, such an allowance represents 20% of the salary for an unqualified teacher, though only 10% for a teacher with a diploma, which is reported to be an insufficient incentive (Mulkeen, 2006). Several states in Nigeria have also introduced incentives in the form of special allowances, but these have largely proved ineffective. Along with the salary, resettlement allowances are paid to compensate for expenses incurred in the course of a post transfer, but the payments are often delayed. A few incentives are paid in kind – housing, motorcycles – but these are susceptible to even further delay. Overall, the incentives have not been enough to have a significant effect on teachers' willingness to relocate to more rural areas (Theobald et al., 2007). Furthermore, there are often discrepancies between the allowance types and rates established in the civil service rules and the actual allowances paid (Razquin, 2003).

The availability of female teachers is a key factor in encouraging girls to enrol in primary education, as discussed in Chapter 2 and in great depth in an earlier Report (UNESCO, 2003*b*). Strategies to enhance recruitment of female teachers are likely to reduce gender-based disparities in primary education, when girls are at a disadvantage. Many of the countries reporting large gains in gender parity at the primary level put in place a series of strategies to improve the training and recruitment of female teachers. Ethiopia used quotas in teacher training admissions and Yemen focused on local recruitment (Box 3.11).

### Box 3.10: The 'rainbow spectrum' in the Philippines

The Philippines reduced disparities in teacher deployment between 2002 and 2004 by using a 'rainbow spectrum' to make disparities more visible. Districts were allocated colours according to PTR, with blue indicating a ratio below 24:1 and red indicating a ratio over 50:1. This simple device raised awareness of teacher distribution issues by making previously concealed disparities visible and created a framework within which the debate about them could be conducted without recourse to statistics. Managers at all levels of the education system quickly became familiar with the meaning of phrases such as 'blue-zone schools' and 'red-zone divisions', and many local managers began using them in arbitrating between the competing claims of school principals and local stakeholders. By making the information readily available and easily understandable, the spectrum gave marginal schools a voice they had previously lacked. The system paved the way for sharper targeting of new teaching positions to shortage areas. Between 2002 and 2004, red-zone areas received, proportionally, four to five times the average national allocation of new teaching positions. After three years of project intervention, disparities in teacher deployment at the elementary level were reduced significantly, although the country remains far from achieving equitable distribution. In 2004, the most favoured quarter of primary school pupils still had twice as many teachers available to them as the least favoured quarter.

Sources: Caoli-Rodriguez (2007); Genito et al. (2005).

### Box 3.11: Recruiting female teachers in Ethiopia and Yemen

Ethiopia, where the gender parity index in primary education increased by 43% from 1999 to 2005, raised the number of female teachers through admissions quotas at teacher-training colleges. Attention is also paid to increasing the number of female lecturers in these colleges, as they currently account for less than 10% of all lecturers. Their share reflects in part the low proportion of female secondary school teachers, the group from which most teacher educators are drawn. To be successful, the programmes will likely require additional support for underqualified trainees, as well as greater flexibility to accommodate women who cannot spend long periods away from home and/or have childcare responsibilities.

In Yemen, female secondary school graduates from remote rural areas are selected to teach lower grades in their local schools. They receive in-service training and professional support to improve their ability and confidence so that they can teach higher grades. This programme, and other strategies for mobilizing communities in favour of girls' education, has contributed to a 32% increase in gender parity in the primary school GER. A remaining challenge is to persuade the Ministry of the Civil Service to accept secondary school graduates as permanent teachers.

Sources: Bines (2007); Ethiopia Ministry of Education (2006); Kefaya (2007).

**In the United States, it is estimated that between 40% and 50% of teachers leave within five years of entering the profession**

### **Teacher professional development**

While much attention is focused on teacher supply, particularly in contexts of teacher shortages, it is also important to improve the skills of practising teachers, update their knowledge and competencies, and increase their motivation (Dembélé, 2005). In-service training is particularly important, both for skill development and to encourage teachers to remain within the profession.

While much is known about the elements of effective small-scale in-service training programmes, very few mass examples exist and it is not known if the same results can be replicated in large-scale programmes (Schwille and Dembélé, 2007; Villegas-Reimers, 2003). Promising small-scale examples include programmes in the Philippines, Pakistan and Romania. The Government of the Philippines is piloting a school-based training programme in science and mathematics that uses an action research approach in which teachers are trained within their schools so that there is immediate application of and feedback on the techniques they have learned. Romania's school-based teacher professional development programme, initiated in 2003 for teachers in rural schools, has resulted in improved learner achievement in grade 8, encouraged underqualified teachers to take upgrading courses, and improved teacher satisfaction and motivation (Zafeirakou, 2007). Pakistan's mentoring programme has resulted

in gains in the confidence and motivation of teachers and teacher mentors (Box 3.12).

Opportunities for professional development and support are important for newly trained teachers. The support they receive in the first few years can have a lasting effect on their practice and may determine how long they remain in the teaching profession (Hedges, 2002). Attrition rates of teachers are high, especially in the early years, in both developed and developing countries. In the United States, it is estimated that between 40% and 50% of teachers leave within five years of entering the profession (Shockley et al., 2006). While effective teacher induction programmes vary in approach, an analysis in developed countries found that they provide opportunities for experienced and newly qualified teachers to learn together in a supportive environment that allows time for collaboration and reflection, and enables a gradual acculturation of new teachers into the profession (Howe, 2006).

### **Teaching and learning**

Effective teaching and learning depend not only on sufficient instructional hours and learning resources, and on trained and motivated teachers but also on classroom practices. There are many aspects to this; of particular importance are a curriculum that is child-centred and focused on outcomes; the use of children's mother tongues,

#### **Box 3.12: Cluster-based mentoring in Pakistan**

Pakistan developed a cluster-based mentoring programme to deliver school-based training to teachers in selected districts of Sindh and Baluchistan provinces. The programme sought to improve teachers' content knowledge in mathematics, science, social studies and languages; develop skills in teaching across grades and subjects; develop classroom pedagogical practices, especially in multigrade settings; and assist teachers in developing teaching and learning resources using locally available materials. Initial mentoring aimed at practising teachers, who in turn would each become mentors of a cluster of fifteen to twenty-five schools. The training consisted of six weeks at the Institute for Educational Development at Aga Khan University, followed by two weeks in the teachers' own schools and two weeks back at the university. Once trained, the mentors conducted weekly workshops for teachers in their clusters and visited these teachers in their schools,

where they assisted in planning and teaching lessons. The central school of each cluster served as an Open Learning Resource Centre. Between 2004 and 2006, 307 mentor teachers were trained and went on to mentor around 8,000 teachers. It is too early to measure the impact on learning achievement. The mentor teachers report that the mixed-mode training gave them the confidence to deliver training within their clusters. Classroom observations reveal real improvement in school environments, teachers' competencies and teaching skills, pupils' learning and overall school culture. Challenges the programme has encountered include concentrations of large numbers of teachers in some clusters, unavailability of substitutes when the teachers in single-teacher schools attended workshops and a lack of coordination with the broader Education Sector Reform Assistance Programme.

Source: Barrett et al. (2007).

at least in the initial years at school; improvement of feedback to policy-makers through national sample system assessments and to students from continuous assessment by teachers; and the use of information and communication technology (ITC).

### ***Towards child-centred and outcome-oriented curricula***

Studies of school effectiveness identify the way teachers teach to be of critical importance in any reform designed to improve quality (Scheerens, 2004). The country case studies (see annex, table on national policies) indicate a trend to revise curricula to make classroom interactions more responsive and centred on the child. There is a move away from traditional 'chalk and talk' teaching to more discovery-based learning and a greater emphasis on outcomes that are broader than basic recall of facts and information.

China introduced a new curriculum in 1999, focusing on active learning and providing an integrated curriculum to meet students' diverse needs. It was in place across the country in primary and junior middle schools by 2005 (Zhao and Wenbin, 2007). A comprehensive curriculum reform launched in Turkey in 2003 began in grades 1 to 5 with foundation courses (mathematics, Turkish, life skills, social sciences, science and technology) and is continuing through the higher grades and for more subject areas. To date, curricula for grades 1 to 6 have been developed, piloted and implemented in all schools. An important characteristic of the new curriculum has been a change to the pedagogy, accommodating active learning and different types of assessments (Aydagül, 2007). In Eritrea, the government has introduced an approach that gives as much importance to the process of learning as to content; it integrates subjects as well as providing coherence and continuity; emphasizes English-language competence; and strengthens science and technology. Another common aspect of curriculum reform is to make the content more relevant to the needs of individuals, communities and societies. Morocco's primary curriculum, for instance, has in recent years been enriched by integrating dimensions of environmental and health education (Hddigui, 2007b).

While the introduction of more participatory and inclusive pedagogy is encouraging, it is equally important for teaching to be structured to enable learners to acquire basic skills, such as literacy, in

the early years of schooling (Abadzi, 2006; Kirschner et al., 2006). In addition, in many resource-constrained contexts where there are large classes, few learning resources and inexperienced and underqualified teachers, using a child-centred, outcome-based pedagogy may be difficult. In South Africa, an ambitious reform introduced in 1998 ran into difficulties because teachers were not familiar enough with the theory and practice of such constructivist approaches, and because many schools in the poorest areas did not have photocopiers, libraries, textbooks and reference materials to enable teachers to prepare adequately. These practical problems led to a further round of changes to the curriculum, which remains child-centred and outcome-based but is now being simplified for effective implementation. Given the large class sizes that persist in many countries, it is also important to remember that there are useful teaching methods on the continuum between 'chalk and talk' learning and full exploratory participation by children. This was an important finding of the 2005 Report, which noted the possibilities of a mildly interactive type of structured teaching that involves stopping frequently to make sure pupils have understood (UNESCO, 2004b).

Another important innovation in the curriculum in recent years has been the introduction of HIV/AIDS education, though implementation and impact are mixed (Box 3.13).

### ***Promoting bilingual and multilingual education***

Effective teaching and improved learning outcomes are intimately intertwined with issues of language. Successful acquisition and retention of literacy skills depends on how national policies and school practices build on learners' local-language (mother-tongue) proficiencies.<sup>21</sup> While multilingualism is the norm in most countries, public education systems often tend to ignore or downplay the diversity of linguistic realities (UNESCO, 2005a). In Asia, for example, more than 2,000 languages are spoken but fewer than 50 are designated as the medium of instruction in schools (UNESCO-Bangkok, 2007a). As a result, many students – especially from marginalized ethnic or cultural minorities – enter school facing a foreign medium of instruction or a language that differs from the one spoken at home. Multilingual approaches in education, in which language is recognized as an integral part of a student's cultural identity, can thus act as source of inclusion, with important consequences for minority children (UNESCO, 2003a).

**It is important for teaching to be structured to enable learners to acquire basic skills, such as literacy, in the early years of schooling**

21. The Expanded Commentary on the Dakar Framework of Action (2000: para. 30) also states that an environment that makes full use of local-language proficiencies is intrinsic to quality education.

### Box 3.13: HIV/AIDS education

The HIV/AIDS pandemic means that curricula should now include HIV/AIDS education as part of a more concerted focus on life skills. The declaration of the United Nations General Assembly on HIV/AIDS set global targets for 2005 of 90% and for 2010 of 95% of young men and women aged 15 to 24 having access to the information and services necessary to develop the life skills required to reduce their vulnerability to HIV infection. Cambodia and Ethiopia have introduced HIV/AIDS education into their curricula (see annex, table on national policies). Fifty-five out of seventy countries have reported addressing HIV/AIDS in the curriculum at primary level, and sixty-two at secondary level (UNAIDS Interagency Task Team on Education, 2005).

The evidence on implementation and impact is mixed. In a survey of eighteen low-income countries, nearly all had developed an HIV/AIDS curriculum but implementation was limited. In Asia, programmes in Brunei Darussalam, Cambodia, China, Indonesia, Malaysia, Mongolia, Myanmar, Papua New Guinea, the Philippines, Thailand and Viet Nam are restricted to secondary schools and emphasize biological rather than social factors. Conversely, a broad review of studies of school-based HIV/AIDS education in developing countries found that the courses had had a strong impact on increasing relevant knowledge and some impact on behaviour. Similarly, evaluations of the Primary School Action for Better Health programme in Nyanza and Rift Valley provinces in Kenya have demonstrated promising results in changing knowledge, attitudes and behaviour among learners, teachers, and other key family and community leaders.

The introduction of HIV/AIDS education in the curriculum needs to be complemented by the professional development of teachers. However, a survey of teacher training in the eleven Asian countries mentioned above found that instruction on HIV/AIDS tended to be in-service and limited. Among the countries reviewed only Papua New Guinea, Thailand and Viet Nam included HIV/AIDS education in pre-service training.

Sources: Global Campaign for Education (2005); Kirby et al. (2005); Overseas Development Institute (2007); Smith et al. (2003); United Nations (2001b).

In practice, mother tongue education can take different forms: for example, the use of unwritten local languages as transition or auxiliary languages in the early primary grades, to facilitate the acquisition of literacy in a widely used language; the development of written learning materials in local languages; and the teaching of mother tongue languages as a separate curricular subject. Research has consistently shown that children acquire linguistic and cognitive skills more readily in their mother tongue and are then able to transfer these to a widely used, national or regional language (Brock-Utne, 2000; Dutcher, 1997; Geva and Ryan, 1993; Goody and Bennett, 2001; Grin, 2005; Heugh, 2003; Ouane, 2003; Reh, 1981).

While there is a very long way to go in promoting multilingualism and mother-tongue initial instruction in primary education, it is now increasingly accepted and much progress is being made.

- In Cambodia, where Khmer is the national medium of instruction at all levels of education, several minority languages have been introduced as the medium of instruction in pilot projects in the eastern highlands.
- In the Lao People's Democratic Republic, local languages are widely used in oral form in schools in ethnic minority areas.
- In eastern Malaysia, several indigenous groups have been teaching local languages as school subjects since the 1990s, though not as the medium of instruction.
- Uzbekistan, with more than 100 languages, is committed to providing basic education in the seven national languages, including Uzbek. About 10% of all Uzbekistan schools employ the languages of ethnic minorities (Russian, Kazakh, Tajik, Karakalpak, Turkmen and Kyrgyz).
- Zambia launched its Primary Reading Programme in 1998, in which mother tongues are used as a medium of instruction for the first three years of schooling and the more widely used English language is introduced as a subject in the early grades, becoming the medium of instruction by grade 3 or 4. This programme has become a model for other sub-Saharan African countries (Box 3.14).
- A pilot programme of bilingual instruction in Burkina Faso, which by 2006 covered 112 primary schools in 13 regions, had significant positive effects on student retention and achievement: the course has been reduced from six to five years and the pass rate in the national examination in these schools in 2004 was 94%, compared with 74% in all schools.
- In India, where hundred of languages are spoken, twenty-two are listed in the 8th Schedule of the Constitution. India's National Curriculum Framework for School Education, published in 2005, strongly upholds the principle of mother tongue instruction, but the main debate revolves around the choices of regional languages and

English. The state of Andhra Pradesh started the process of introducing instruction in eight tribal languages in 2003, with scripting and analysis of the languages.

Bilingual and multilingual education can have significant benefits for improving education quality and reducing repetition and dropout, but key implementation challenges remain: countries must ensure that there are enough trained teachers proficient in the learners' mother tongue and that learning resources in various languages are widely available.

### Improving assessment

As the Framework for Action emphasizes, placing quality at the heart of EFA requires effective strategies to assess knowledge and skills and demonstrate measurable learning outcomes. This has two distinct elements: national systems of assessment, based on sample surveys, to provide information on how the education system as a whole is developing; and classroom-based continuous assessment to enable teachers to provide regular feedback to students to improve their learning and performance. Chapter 2 showed that many countries now undertake regular assessment and participate in international assessments. Between 2000 and 2006, at least fifty-five countries conducted at least one assessment of learning outcomes in grades 1 to 3, eighty-four in grades 4 to 6 and fifty-four in grades 7 to 9. More and more countries are also introducing continuous assessment in the classroom.

In Zambia a national assessment at the end of grade 5 was introduced as part of the 1998–2003 Basic Education Sub-sector Investment Programme. Using the results, the government then organized the distribution of learning materials with priority on the schools where achievement was lowest (Machona and Chilala, 2004). National assessments have also been used to increase incentives for teachers by providing rewards to schools showing demonstrable gains and improvements in learning. In Chile, for example, cash awards are allocated to schools depending on achievement levels of learners on the national assessment tests, and are usually distributed among all professional staff (Benveniste, 2002). However, with assessment systems narrowly tied to rewards and sanctions, there is a risk of introducing negative incentives for schools. It has been reported in South Africa, for instance, that

### Box 3.14: Facilitating early literacy in Zambia

Zambia's New Breakthrough to Literacy (NBTL) course, part of the broader Primary Reading Programme, focuses on developing literacy in grade 1 through one of the seven official Zambian languages while simultaneously developing pupils' speaking ability in English. Care is taken to develop written materials in all official languages, where needed. In grade 2, literacy in English is developed through the Step into English course, which uses similar contents, methods and classroom management strategies as NBTL. These courses are intended to prepare learners for the upper primary grades, in which English is the medium of instruction. Pilots began in 1998 and the programme included all primary schools by 2005. Reading levels have improved considerably in both local languages and English (Sampa 2003, Linehan 2004). The Primary Reading Programme and South Africa's Molteno Project, on which it was based, now serve as models in other African countries, including Botswana, Ghana, Malawi, Namibia and Uganda, all of which have accepted the premise that learning through a local language in the early years is easier and more effective and that the acquired literacy skills can be converted to a second language. It remains to be seen whether such programmes can raise language achievement in the longer term in these countries.

Source: Barrett et al. (2007).

learners who are judged to be ill prepared and likely to fail examinations are held back from taking them (South African Democratic Teachers Union, 2003). In Viet Nam, the reporting system on learning achievement and progress in schools, coordinated through the education services at the commune, district and provincial levels to the education ministry, is well organized and provides detailed, comprehensive information. Since all levels have much at stake, it is reported that achievements and learner progress are often exaggerated (Henaff et al., 2007).

Many countries have begun to move towards regular classroom-based continuous assessment (CA) (Kelleghan and Greanley, 2003), including Albania, Brazil, Ethiopia and Morocco (see annex, table on national policies). In Namibia, CA has been introduced at the primary level, with training and support targeted to teachers in both the lower and upper primary phases (du Plessis, 2003). In Malawi, international and local organizations have assisted in developing a model for CA in primary schools, and training teachers and others in its implementation (du Plessis, 2003; Mchazime, 2003).

Not all efforts to use CA in schools have met with success. In Swaziland, it was introduced in 1993 following a recommendation from the National Education Review Commission. Ten years later,

**Many countries have begun to move towards regular classroom-based continuous assessment**



**The Internet remains inaccessible to most children, youth and adults in the countries that are struggling the most to achieve EFA**

teachers were still unable to develop their own tests, relying on the National Curriculum Centre to provide them; testing was still entirely done with paper and pencil, and assessment of psychomotor and affective domains was excluded. Other factors that have contributed to the difficulties in adopting CA include large and overcrowded classes, and poor understanding by teachers of the value and use of assessment (Mkhonta, 2003).

A review of assessment systems in nineteen countries and five subnational areas in Latin America<sup>22</sup> suggests that effective assessment systems are characterized by: alignment of the method and content of assessment with the aims and content of the curriculum; widespread diffusion of the results to parents, teachers and other stakeholders; and both pre- and in-service support to teachers in the use of various forms of assessment to diagnose learner difficulties and make relevant changes in the classroom (Ferrer, 2006).

### **ICT – an emerging tool for learning**

The birth and expansion of the Internet and the World Wide Web have created a vast, user-friendly, global vehicle for information and learning to which a rapidly expanding number of people – now over 1 billion – have access. But the Internet remains inaccessible to most children, youth and adults in the countries that are struggling the most to achieve EFA. The Dakar Framework for Action calls for actions to harness this and other information and communication technologies, emphasizing its potential for effective learning and increased education outreach. The recent expansion of ICT has facilitated two education trends: increased application of various models of distance education, sometimes called 'open learning'; and pedagogical innovations linked to ICT and used by teachers and learners (Farrell and Wachholz, 2003).

*Distance education.* The potential of distance education to help achieve EFA has been demonstrated in diverse ways throughout the world through the use of correspondence courses, radio, television, the Internet, CD-ROMs and other media. It is difficult to quantify the extent to which ICT has contributed to improved access to education. However, the total number of so-called mega-universities has increased substantially in recent years. Each mega-university in countries including Bangladesh, China, India, Indonesia, Mexico, Pakistan, the United Kingdom and the United States

reaches more than 100,000 learners per year with open education. India and Bangladesh also have open schools (Tinio, 2003; UNESCO, 2005c). India has pioneered the use of satellite broadcasting for distance education (Box 3.15).

With developing countries needing to train millions of new teachers, distance education can help with both initial and in-service teacher training. Many projects use ICT to support distance education for teachers. For instance, an African survey recently identified sixty-one different teacher-training initiatives using ICT in Africa (Isaacs, 2005). They ranged from targeted small-scale projects, such as LearnLinks in Morocco, Namibia and Zambia, to broad-scale programmes offered through online distance education, such as the African Virtual University. Another example is Actualización de Maestros en Educación (AME), an initiative of the Fundación Cisneros in Argentina, Colombia, Costa Rica, the Dominican Republic, Ecuador, Guatemala, Mexico, Panama, Peru and Venezuela, whose aim is improving the quality of teacher training using ICT. The programme includes material developed by universities in the region and delivered through the Web and television. Between 2003 and 2006, there were 4,981 teachers registered and participating in more than 7,217 courses, with 2,170 teachers

### **Box 3.15: India – a revolution in distance education**

India's efforts to meet demand for greater access to education require 10,000 new schools a year. The difficulty of meeting teaching needs on such a scale using conventional methods led this emerging economic giant to turn to large-scale distance education. In 2004 India launched EDUSAT, the world's first dedicated education satellite, devoted exclusively to beaming distance learning courses. EDUSAT is a collaborative project of the Indian Space Research Organisation, the Ministry of Human Resources, state departments of education and the Indira Gandhi National Open University. Its aim is to improve and expand virtual learning for children, youth and adults by providing connectivity to schools, colleges, higher levels of education and non-formal education centres. A year after its launch, virtual classrooms had become a reality, with the connection of more than a dozen teacher-training centres and fifty government schools in Kerala state.

Source: MacGregor (2007).

22. Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela, Minas Gerais (Brazil), Parana (Brazil), São Paulo (Brazil), Bogota (Colombia), Aguascalientes (Mexico).



approved since 2003. Continuous course evaluations show that the satisfaction of participating teachers is high, particularly in relation to the knowledge acquired and the skills developed for classroom practice. Evaluations indicate that AME's accomplishments are largely due to its combining of ICT with innovative didactic materials (Carlson and Gadio, 2002; Fundación Cisneros, 2006).

Older technology continues to play an important role in increasing access to both formal and non-formal education, as it has greater outreach and often is cheaper (Farrell, 2003). Radio and television have helped increase access to secondary schooling in countries including Brazil, India and Mexico (Farrell, 2003; Wolff et al., 2002). The Telesecundaria programme in Mexico began more than three decades ago as a specific response to the needs of rural communities where a general secondary education was not feasible because of the low numbers of students and the difficulties of attracting teachers. Since its inception the number of students has grown to more than 1.5 million annually (Wolff et al., 2005). The Telesecundaria model combines lessons on television with face-to-face teaching complemented by textbooks and a student learning guide. Programme assessments have shown encouraging results, with lower dropout rates than general or technical secondary schools (Tinito, 2003). Interactive Radio Instruction (IRI) also remains a cost-effective means of providing education. IRI began in the 1970s in Nicaragua and has spread to at least twenty countries in Latin America, sub-Saharan Africa and Asia.<sup>23</sup> Evaluations suggest IRI has been successful in increasing access for hard-to-reach and disadvantaged groups, with similar or in some cases even better learning achievements than conventional teaching and learning (Bosch et al., 2002).

*Changing classroom practices.* ICT has the potential to improve education quality through modes of learning, such as presentation, demonstration, drill and practice, interaction and collaboration, that are more interactive and participatory than traditional modes (Haddad and Draxler, 2002). ICT can also link schools together so that teachers can learn from other schools (Box 3.16).

Despite common enthusiasm about ICT, rigorous evidence of its impact on learning is still limited and

### Box 3.16: SchoolNets on the rise

SchoolNets are networks of schools created within and across countries to enhance teaching and learning through collaboration and information sharing. The number and size of such networks have grown in recent years. Examples include SchoolNet South Africa, SchoolNet Africa, SchoolNet India, Pilipinas SchoolNet and ASEAN SchoolNet. SchoolNet Africa (SNA) was initiated by civil society groups to increase the number of schools and learners in Africa using new technology, to enhance dialogue and to share materials and resources between schools. SNA reports that it involves more than 20 African countries and reaches 27,000 schools, of which 20,000 are in South Africa and Egypt. Regional intergovernmental organizations such as the New Partnership for Africa's Development (NEPAD) have also sought to increase the extent and coverage of school networking. NEPAD's e-Schools Initiative has launched a campaign to connect more than 550,000 schools in Africa to the Internet by 2020.

Sources: Farrell et al. (2007); Isaacs (2005).

mixed (Condie and Munro, 2007), in particular in developing countries. An evaluation in Israel showed introducing computers had minimal effects on mathematics and Hebrew scores in grades 4 and 8 (Angrist and Lavy, 2002). On the other hand, a randomized evaluation of the impact of computer-assisted learning in Vadodara, India, found a positive effect on mathematics test scores. The programme let pupils in grade 4 play games aimed at improving their mathematics skills. The scores were particularly improved during the second part of the year, with no major differences between boys and girls (Linden et al., 2003).

Country studies of ICT policy and practice (Farrell 2003; Farrell and Isaacs, forthcoming; Farrell and Wachholz, 2003) suggest that successful efforts to integrate ICT into classrooms rely on a holistic approach. A Chilean programme called Enlaces (links) started in 1992 with the aim of improving the quality and equity of education by integrating ICT as a learning resource for all students and teachers in the 11,000 Chilean public schools (Hinostroza et al., 2003). By 2007, 88% of primary and 85% of secondary schools were participating in the programme. Enlaces adopts a holistic approach by introducing ICT into the curriculum, developing teacher capacity and ensuring that the necessary infrastructure is in place (Hepp et al., 2004; Pelgrum, 2001). After fifteen years, Enlaces has established a national system of ICT accessible to a large majority of Chilean children. Its success is due to a stable political environment and national consensus on the need to integrate ICT into education (Hepp et al., 2004).

**Interactive Radio Instruction has been successful in increasing access for hard-to-reach and disadvantaged groups**

23. See Bosch et al. (2005) for countries and programmes.

**Investing in education in post-conflict situations pays high dividends**

While the use of ICT is becoming widespread, in particular among young people, its effective integration into the education system is complex, involving not only technology but also teacher competencies, pedagogy, institutional readiness, curriculum and sustained financial resources. In particular, its effectiveness depends on committed and trained personnel who can use it to maximize teaching and learning. While there has been an increased focus on teachers' ICT training, the recent African survey on ICT initiatives noted that most of such training in the region tends to be one-off and short-term with limited follow-up. To manage ICT in education in a better and more integrated way, many countries have developed ICT policies in recent years (Farrell and Isaacs, forthcoming; Farrell and Wachholz, 2003).

**Restoring education in difficult circumstances**

The World Education Forum highlighted the need for special support for education systems affected by conflict, natural calamities and instability. These conditions continue to take a heavy toll, denying millions the right to education. Nevertheless, much is being learned about what is effective in restoring affected systems and the importance of aid is increasingly recognized. The thirty-five countries designated as fragile states accounted for 10% of the total developing country population in 2005 but received 14% of aid for basic education. This chapter concludes by providing some examples of effective EFA strategies and policies in fragile states.

Although the number of armed conflicts<sup>24</sup> around the world has been declining (Human Security Centre, 2006), most wars continue to be fought in the developing world, with such adverse consequences for civilians as human rights violations, the spread of disease and the breakdown of social order. The United Nations Security Council recently called for greater protection for civilians, who 'continue to account for the majority of casualties in situations of armed conflict', noting that civilians are often 'deliberately targeted in order to create a climate of fear and to destabilize populations' (UN News Service, 2007). A particularly severe breach of human rights is the recruitment of children by armed groups. In over thirty situations of concern in the world, children are being brutalized, killed, maimed and abducted as part of adult conflicts, and it is

estimated that over 250,000 children continue to be used as child soldiers.<sup>25</sup>

The Inter-Agency Network for Education in Emergencies (INEE), which emerged as a result of the Dakar conference, provides a platform for United Nations and bilateral agencies, NGOs and others to work together for the right to education in emergencies and post-conflict situations. Its handbook on Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction, designed in a consultative process involving over 2,200 individuals from more than 50 countries, has been used in over 60 countries – notably Cambodia, Chad, Guatemala, Nepal, Pakistan and Uganda – to improve the quality of efforts to deliver education services to people affected by crisis.

Education is a significant social investment in preventing a recurrence of conflict. Over the past forty years around half of all civil wars have resulted from post-conflict relapses, 40% of them within the first decade. Investing in education in post-conflict situations pays high dividends, as it gives people confidence in peace by signalling that the benefits are going to be long term and widespread. A good example of prioritization of education after a conflict is Uganda during the first post-conflict election of the 1990s. In mid-campaign, the ruling party recognized the importance of primary education and announced the abolition of school tuition fees. Enrolment doubled in the following year, signalling a belief that a peaceful future was likely and that education was an important investment for economic growth (Chauvet and Collier, 2007).

A key priority for education in the context of post-conflict recovery is renewing the infrastructure of schools that were destroyed. This is no easy task, as countries in post-conflict situations suffer from shortages not only of teachers but also builders, plumbers and other skilled people required for rebuilding. Alternative forms of schooling can play a role in such a context, as seen in Afghanistan (Box 3.17).

Reintegrating child soldiers is a particularly important priority in post-conflict situations, as disaffected youth often create instability in society and are extremely vulnerable. Using the example of southern Sudan, Box 3.18 shows how their integration into communities and normal life needs to be gradual and flexible.

24. An armed conflict is defined as a political conflict in which armed combat involves the armed forces of at least one state (or one or more armed factions seeking to gain control of all or part of the state), and in which at least 1,000 people have been killed by the fighting during the course of the conflict (Project Ploughshares, 2007).

25. Grave violations have been recorded in Afghanistan, Burundi, Chad, Colombia, Côte d'Ivoire, the Democratic Republic of the Congo, Haiti, Iraq, Israel, Lebanon, Liberia, Myanmar, Nepal, the Palestinian Autonomous Territories, the Philippines, Somalia, Sri Lanka, Sudan and Uganda (Office of the Special Representative of the Secretary-General for Children and Armed Conflict: <http://www.un.org/children/conflict/english/conflicts2.html>).

### Box 3.17: Home-based classrooms in Afghanistan

Since the fall of the Taliban in 2001, Afghanistan has experienced a tumultuous period of post-conflict reconstruction and peace-building. This has included major efforts to rebuild and revitalize a broken education system. Several NGOs have been instrumental in improving access to education, especially for girls, first through the establishment of community-based and home-based schools, and later through mainstreaming of non-formal learners into the formal government system (where it is functioning). In 2004, some 1.3 million girls were enrolled in government primary schools, a major accomplishment given that, in 2001, the number was recorded as zero.

The International Rescue Committee (IRC) operates home-based classrooms in five provinces. Classes are located in teacher's homes or community spaces such as mosques, and run for around three hours a day, six days a week. Teachers are selected and compensated (often in kind) by communities and trained by the IRC, which also provides teaching and learning materials and supervisory support. Among the reasons for the success of this approach are the short travel time and half-day programme, which allow children to continue supporting their families; recruitment of local teachers, often women; the short distance to school and secure and comfortable learning environments, which help attract girls from conservative families; and low learner/teacher ratios. The programme has been vital in restoring hope and optimism to war-torn communities, promoting the re-establishment of formal schools, fostering physical and psychosocial well-being and ensuring that children have genuine opportunities to learn. The IRC's goal is to see that learners are absorbed into government schools once the capacity exists and the organization works for the establishment of these in areas where multiple home-based schools are functioning.

Source: Aga Khan Foundation (2007).

While education in post-conflict situations is rightly regarded as a vital social investment, it is also important to recognize that it can contribute to violence, conflict and instability through many causes, including uneven distribution of education and educational opportunities for particular groups, non-recognition of mother tongues in schools, segregated education and negative images conveyed in textbooks. It is important in post-conflict contexts to pay special attention to the curriculum and, in particular, to prioritize peace

### Box 3.18: Education for child soldiers in southern Sudan

A successful education programme for children formerly associated with armed groups is the Miith Akolda Curriculum, developed by CARE during the war in southern Sudan. Several thousand children were evacuated from front-line combat to safer locations in transit camps further south, where a programme was developed within a fortnight. It aimed to disarm and rehabilitate children associated with armed groups and provide a structure for daily activities in the camp. The programme incorporated teaching with many other activities, such as problem-solving, health and hygiene, singing and dancing, using numbers, children's rights, story-telling, sports and physical education, and quiet play. The programme was devised to be flexible, since many children initially were unable to cope with many hours of learning. The time spent in schooling was gradually increased as children became accustomed to life in the camps and learned routine tasks necessary for its running, such as washing, preparing and clearing meals, collecting wood and water, and washing clothes. As a result, the children took responsibility and the security of the routine helped stabilize their lives and allow the slow process of reintegration to take place. What made this programme a success in terms of reintegrating children into their communities was the recognition that children required a combination of activities, enabling them to take on (or continue) their responsibilities, while simultaneously reintegrating them into education.

Sources: Save the Children (2007); UNESCO-IIEP (2004).

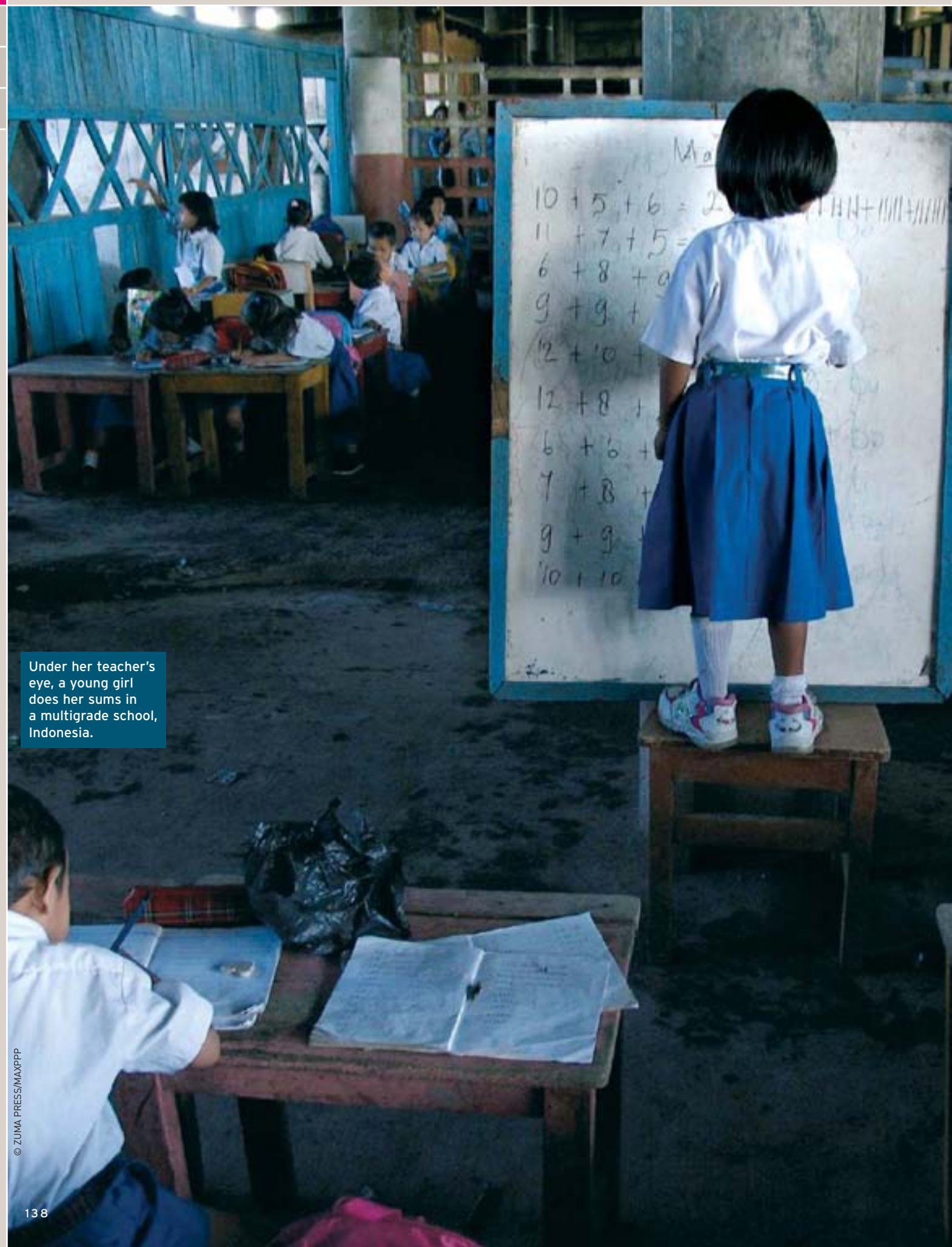
education programmes so that distrust and hatred between groups is overcome and citizens are equipped with the tools for peaceful conflict resolution. Examples of multicultural education and peace education programmes with conflict resolution elements are found in Bosnia and Herzegovina, in The former Yugoslav Republic of Macedonia and in Romania, where the dynamics of inter-ethnic and intercultural relationships are addressed (Minow, 2002).

## Access and quality are mutually reinforcing

This chapter has shown that there are effective measures to increase access to education and to improve education quality. There is no necessary trade-off between these objectives, except occasionally in the very short term when enrolment surges as a result, for example, of removing tuition fees; indeed, the two objectives can be mutually reinforcing if supported with an appropriate institutional environment. Moreover, education systems can be restored after conflicts and other crises, according to principles now well established. Improved access and quality, and more attention to fragile states are key elements of the EFA agenda to 2015 that is developed in the next chapter. ■

**Measures to increase access and to improve education quality can be mutually reinforcing**





Under her teacher's eye, a young girl does her sums in a multigrade school, Indonesia.



## Chapter 4

# Progress in financing Education for All

This chapter reviews the extent to which the components of the 2000 Dakar Framework for Action that deal with the financing of the Education for All agenda and goals are being applied by governments and donor agencies. Central to this part of the Framework was a compact: if developing country governments could demonstrate that they were giving priority to the EFA goals, including through higher expenditure, and that well-developed plans had been elaborated, including through wide consultation, then the donors would provide the additional resources required to implement the plans.

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Introduction

The ultimate responsibility for framing and implementing education policies and plans lies with governments, but for many countries – particularly the poorest, which tend to be furthest away from achieving the EFA goals – progress also relies on support from donors. The Dakar Framework for Action firmly placed governments of low-income countries in the driving seat, urging them to increase the share of public expenditure allocated for all aspects of basic education, and to increase efficiency through improved levels of governance and the wider involvement of non-government bodies. Donors were encouraged to augment government efforts by not only increasing the amount of aid for basic education but also making it available in ways that ensure it is more effective.

Seven years after 164 countries endorsed the Dakar Framework, what is the record of achievement in these areas? Have governments increased their financial priority for education in general and basic education in particular? Are expenditures being made in more efficient ways and with greater accountability and transparency? Have the sources of domestic funding for basic education widened? Are donors allocating a larger share of their aid to basic education and to countries where the challenges are greatest? Is aid being made available in ways that are likely to increase its effectiveness in enabling education systems to move more rapidly towards the EFA goals? Has additional aid flowed to countries where governments can demonstrate that they have given basic education a higher priority and that well-prepared plans have been drawn up with broad societal endorsement? These and other questions arising from the financing sections of the Framework<sup>1</sup> are the focus of this chapter. Not all can be answered with certainty. In some cases the information necessary to compare the current situation with that in 2000 is not available. In others it is too soon to judge initiatives’ likely outcomes. Overall, however, sufficient information is available to allow some conclusions to be reached, among them:

- While a majority of governments, particularly in the least developed countries, and most noticeably in sub-Saharan Africa, have given more financial priority to education, including basic education, many still allocate very low shares of GNP and total government expenditure to it.



- While some governments have reduced the financial burden of schooling on households, others continue to require communities and households to provide too high a share of the cost of schooling, thereby limiting its coverage among the poor.
- Since 2000 there have been many examples of efforts to reduce waste in the education sector and to increase the accountability and transparency of financial flows, but in most countries this movement has only just begun.
- Aid for basic education increased systematically between 2000 and 2004, but declined in 2005 and remains inadequate. Too many donors give a higher priority to post-primary education, too high a share of education aid goes to middle income rather than low-income countries and the distribution of aid across low-income countries does not always reflect the needs.
- Basic education has benefited from the initiatives to increase debt relief for highly indebted poor countries that have been taken since 1999 for bilateral debt and, more recently, for debt to the multilateral institutions. Donor-supported debt relief will now decline, however, and greater increases in sector aid will be required if aid targets are to be met.
- The call at Dakar for donors to support education sector-wide reforms and programmes has been repeated many times; there is evidence that this has been occurring but the behaviour of donors and the experiences of individual countries vary substantially.
- Increased aid for basic education does not automatically lead to improved educational outcomes; it may replace existing government expenditure or it may be used ineffectively. However, quantitative studies suggest that the impact of aid is positive, though less than generally expected, and qualitative assessments by donors indicate that some objectives are much easier to reach than others.
- In some countries governments and donors work well together and have been able to increase financial resources and educational outcomes significantly; in others this has not happened since governments may not be committed to the goals, there is a lack of capacity for developing a

credible education plan and/or too few donors provide support. It is these countries – where educational development is low, no strong reform programmes are in place and donor interest is lacking – that are in the greatest danger of not reaching the goals of Dakar.

The chapter has three sections. The first deals with the level and allocation of domestic financial resources from both governments and households for the education sector in general and for basic education, and the second with external aid. The third section assesses government and donor performance explicitly against statements in the Dakar Framework for Action. Each is organized around, but not limited to, statements from the Dakar Framework for Action.

## Changing national financial commitments to EFA since Dakar

### Public expenditure on education

Among the several sources of finance for EFA, governments are the most important. The Dakar Framework calls for increased shares of national income and total government expenditure to be allocated to education, and within that to basic education. Such increases are also indicative of the political will which is required to trigger additional external aid for basic education. In this subsection the most recent data, mainly for 2005, are used to describe the situation among and within regions and country income groups in terms of public education expenditure, with a particular focus on changes since 1999.

There are considerable limitations to the data. Out of 203 countries and territories for which the UNESCO Institute for Statistics (UIS) attempts to collect information on education, total expenditure as a share of GNP is available for only 127 countries for 1999 and for 125 countries for 2005. Even more limiting, only 107 countries report education expenditure as a share of total government expenditure for 2005, though this is up significantly from eighty countries for 1999. Finally, while the number of countries for which expenditure on primary education as a share of total education expenditure is available has doubled since 1999, the total is only 102; and this measure is available for just forty countries for both 1999 and 2005, about

Among the several sources of finance for EFA, governments are the most important

1. A set of strategies for achieving Education for All formed part of the Expanded Commentary on the Dakar Framework for Action (UNESCO, 2000a).

**As countries' economies grow, a larger share of their GNP might be expected to be devoted to education**

half of which are developing and transition countries. These serious limitations need to be kept in mind wherever regional performances are discussed.

### **Education expenditure as a share of GNP: great variation**

The share of public education expenditure in GNP varies between regions and among countries within regions (Table 4.1). As a group, in 2005, the countries of North America and Western Europe devoted the highest share (median of 5.7%), followed by Latin America and the Caribbean, and sub-Saharan Africa (5.0% each), Central and Eastern Europe (4.9%), East Asia and the Pacific (4.7%), the Arab States (4.5%), South and West Asia (3.6%) and Central Asia (3.2%). These figures do not tell the whole story, however, since variations between countries in the same region are very large, particularly in East Asia and the Pacific, Latin America and the Caribbean, and sub-Saharan Africa. In each of these regions the share of education expenditure in GNP varies by at least nine percentage points among countries.

Who are the biggest and lowest spenders? Of the 105 countries outside North America and Western Europe for which information is available for 2005:

- The twenty-six countries in which public expenditure on education was 6% or more of GNP, grouped by region, were Botswana, Cape Verde, Ethiopia, Kenya, Lesotho, Namibia and Swaziland; Djibouti, Morocco, Saudi Arabia and Tunisia; Malaysia; Bolivia and Guyana; and Belarus,

Slovenia and Ukraine, plus nine small island countries of the Pacific and Indian Oceans and the Caribbean. A majority of these twenty-six countries have relatively small populations. Only eight have over 5 million people. Across North America and Western Europe, nine out of twenty countries spent 6% or more.

- The twenty-four countries in which public expenditure on education was 3% or less of GNP, grouped by region, were Cameroon, Chad, the Congo, the Gambia, Guinea, the Niger and Zambia; Lebanon, Mauritania and the United Arab Emirates; Azerbaijan, Georgia and Kazakhstan; Cambodia, Indonesia, the Lao People's Democratic Republic and the Philippines; Bangladesh and Pakistan; and the Dominican Republic, El Salvador, Guatemala, Peru and Uruguay.

Another way of presenting information on education expenditure as a share of GNP is by income group.<sup>2</sup> The countries for which information is available for 2005 can be grouped into four income categories: low, lower middle, upper middle and high. Table 4.2 presents the median and average shares, and again provides data on country variations within the groups.

Shares tend to increase with income, as the group medians show. Also, the variation among high income countries is much smaller than among low and middle income countries. This pattern suggests

**Table 4.1: Total public expenditure on education as % of GNP and as % of total government expenditure, selected countries, 2005**

|   | Sub-Saharan Africa | Arab States | Central Asia | East Asia/Pacific | South/West Asia | Latin America/Caribbean | N. America/W. Europe | Centr./East. Europe |
|---|--------------------|-------------|--------------|-------------------|-----------------|-------------------------|----------------------|---------------------|
| <b>Total public expenditure on education as % of GNP</b>                          |                    |             |              |                   |                 |                         |                      |                     |
| Median  | 5.0                | 4.5         | 3.2          | 4.7               | 3.6             | 5.0                     | 5.7                  | 4.9                 |
| Maximum   | 11.0               | 7.6         | 5.4          | 10.0              | 7.5             | 10.8                    | 8.6                  | 6.5                 |
| Minimum   | 1.8                | 1.6         | 2.5          | 1.0               | 2.4             | 1.3                     | 4.3                  | 3.4                 |
| Variance  | 5.1                | 5.3         | 1.3          | 7.2               | 3.6             | 5.6                     | 1.5                  | 1.0                 |
| <i>Number of countries with data/number of countries in region</i>                |                    |             |              |                   |                 |                         |                      |                     |
|   | 30/45              | 9/20        | 6/9          | 14/33             | 6/9             | 23/41                   | 20/26                | 17/20               |
| <b>Total public expenditure on education as % of total government expenditure</b> |                    |             |              |                   |                 |                         |                      |                     |
| Median  | 17.5               | 25.7        | 18.0         | 15.0              | 14.6            | 13.4                    | 12.7                 | 12.8                |
| Maximum   | 29.8               | 27.6        | 19.6         | 25.0              | 22.8            | 25.6                    | 17.0                 | 21.1                |
| Minimum   | 4.0                | 11.0        | 13.1         | 10.7              | 10.7            | 7.9                     | 8.5                  | 10.0                |
| Variance  | 45.1               | 47.1        | 11.3         | 22.4              | 19.3            | 17.3                    | 5.3                  | 11.4                |
| <i>Number of countries with data/number of countries in region</i>                |                    |             |              |                   |                 |                         |                      |                     |
|   | 21/45              | 8/20        | 3/9          | 11/33             | 6/9             | 24/41                   | 20/26                | 14/20               |

Source: Annex, Statistical Table 11.

2. The classification of countries by income group used throughout this chapter is that adopted by the OECD-DAC Secretariat (OECD-DAC, 2007a).

that, over the long term, as countries' economies grow, a larger share of their GNP might be expected to be devoted to education.

**Education expenditure as a share of total government expenditure can measure commitment**

The share of education expenditure in GNP is a result of several factors, including governments' ability to collect domestic revenue, which is harder to do in low-income countries. Having a relatively small share of education expenditure in GNP does not necessarily mean education is a low government priority; it may mean the public sector is small. Thus, education's share of total government expenditure is a more direct measure of governments' relative commitment to education, at least as compared to other sectors and areas of expenditure.

Data on the share of education in total government expenditure in 2005 are available for 107 countries, including twenty from North America and Western Europe, and summarized in the lower half of Table 4.1. The relatively few countries in the Arab States region for which data are available tend to devote a significantly higher proportion of total government expenditure to education than do countries in other regions. The region with the next highest median is Central Asia, at 18%, then sub-Saharan Africa at 17.5%.<sup>3</sup> East Asia and the Pacific, Latin America and the Caribbean, and South and West Asia have median shares between 15% and 13%. Again, variations across countries in each of these regions are large. North America and Western Europe, which devotes the highest share of GNP to education, also records the lowest share of total public expenditure (below 13%).

Turning from regions to countries, six of the eight Arab States for which there is information allocated at least 20% of total government expenditure to basic education, as did five of twenty-one sub-Saharan African countries: Botswana, Cape Verde, Kenya, Lesotho and Madagascar. Other countries in the sample achieving this impressive level were the Islamic Republic of Iran, Malaysia, Mexico, the Republic of Moldova and Thailand. Twenty-seven of the eighty-seven countries remaining after omitting North America and Western Europe devoted between 15% and 20%. Seven of these were in sub-Saharan Africa. At the bottom of the range, countries allocating less than 10% of total public expenditure to education were in either sub-

**Table 4.2: Total public expenditure on education as % of GNP, by income group, 2005**

|  | High-income countries | Upper-middle-income countries | Lower-middle-income countries | Low-income countries |
|--|-----------------------|-------------------------------|-------------------------------|----------------------|
| <b>Total public expenditure on education as % of GNP</b>                 |                       |                               |                               |                      |
| Median   | 5.5                   | 5.6                           | 4.7                           | 3.9                  |
| Maximum  | 8.5                   | 11.0                          | 9.5                           | 10.8                 |
| Minimum  | 1.6                   | 2.3                           | 1.0                           | 1.8                  |
| Variance   | 5.5                   | 5.7                           | 4.8                           | 4.4                  |
| <i>Number of countries with data/number of countries in income group</i> |                       |                               |                               |                      |
|  | 37/54                 | 22/34                         | 27/47                         | 39/68                |

Source: Annex, Statistical Table 11.

Saharan Africa (Cameroon, the Congo and Equatorial Guinea) or Latin America and the Caribbean (the Dominican Republic, Guatemala, Jamaica, Panama and Uruguay).

Although richer countries tend to spend a greater share of GNP on education, there is little difference across income groups in the share of total expenditure devoted to education. The average (and median) is around 16% to 17% for low-income, lower middle income and upper middle income countries alike. The share in high income countries tends to be lower (13%), largely because allocations for social welfare benefits are larger.

**Changes in education expenditure since 1999 are not uniform**

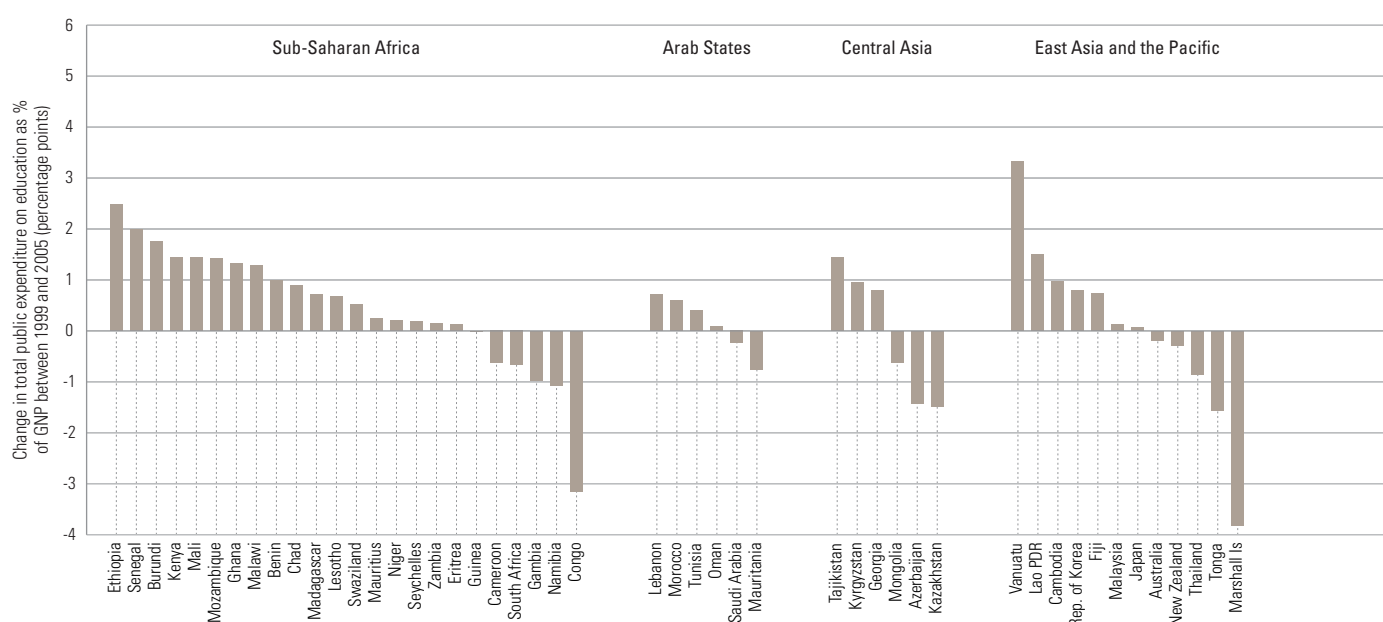
How have education expenditure levels changed since 1999? In particular, to what extent have low-income countries increased the share of national income and budgets allocated to education as encouraged in the Dakar Framework? Outside North America and Western Europe, education expenditure as a share of GNP and of total government expenditure is available for both 1999 and 2005 for only eighty-four and forty countries, respectively.

The evidence on the change in education's share of GNP between 1999 and 2005 is mixed (Figure 4.1). In the Arab States, the share increased in four of the six countries for which information is available. The exceptions were Saudi Arabia, which nevertheless allocated a very high 6.7% in 2005, and Mauritania, where the share fell to only 2.4%. The share also increased in seven out of twelve countries in East Asia and the Pacific, and remained high even in those countries where it fell, with the Marshall Islands at 9.5%, Tonga 4.9% and Thailand 4.3%. Across sub-Saharan Africa changes were positive, on the whole. The share of education expenditure

**The evidence on the change in education's share of GNP between 1999 and 2005 is mixed**

3. It should be noted that the proportion of countries with data available varies by region, and that Central Asia, the Arab States, and East Asia and the Pacific are the regions with the smallest proportions for this indicator.

Figure 4.1: Change in total public expenditure on education as % of GNP between 1999 and 2005 (percentage points)



Source: Annex, Statistical Table 11.

in GNP increased in eighteen of the twenty-four countries for which data are available. It fell in Cameroon (to 1.8%), the Gambia (2.1%), the Congo (2.8%), South Africa (5.5%) and Namibia (6.8%), and stayed constant in Guinea (2.1%). In the remaining developing and transition economy regions, the number of countries where the share increased was equal to or just below the number where it decreased.

Countries which increased their share of GNP for education by at least one percentage point between 1999 and 2005 were Barbados, Benin, Burundi, Cambodia, Ethiopia, Ghana, Kenya, the Lao People's Democratic Republic, Malawi, Mali, Mexico, Mozambique, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Senegal, Tajikistan, Ukraine and Vanuatu. Countries in which the share decreased by at least one percentage point and where it was below 3% in 2005 were Azerbaijan, the Congo, the Gambia and Kazakhstan. Again, it needs to be stressed that the data for this comparison are available for only eighty-four countries outside of North America and Western Europe.

For a small number of countries estimates of education expenditure as a share of GNP are also available for 1991 and 1995. Box 4.1 presents these

#### Box 4.1: The fluctuating nature of education expenditure in sub-Saharan Africa since the Jomtien Conference

Information on education expenditure as a share of GNP between 1991 and 2005 is available for sixteen sub-Saharan African countries. Figure 4.2 presents two sets of data: for the seven countries in which the share of education expenditure in GNP was higher in 2005 than in 1991 and for the nine countries in which the share was lower, though it should be noted that in four of the nine, the share remained above 5% in 2005.

In ten of the sixteen countries, the share of education expenditure in GNP was higher in 1995 than in 1991, implying some post-Jomtien response. However, by 1999 the share was below that of 1995 in, again, ten countries. The post-Dakar response was even more widespread, with thirteen of the sixteen countries having a higher share of expenditure in 2005 than in 1999. Another way of looking at the expenditure data is through rates of growth. Between 1991 and 1995, the median annual growth rate of real expenditure across the sixteen countries was 6%; over the following four years it was just 1%; and between 1999 and 2005 it rose again, to 4%.

Sources: Annex, Statistical Table 11; UIS database.

Changing national financial commitments to EFA since Dakar

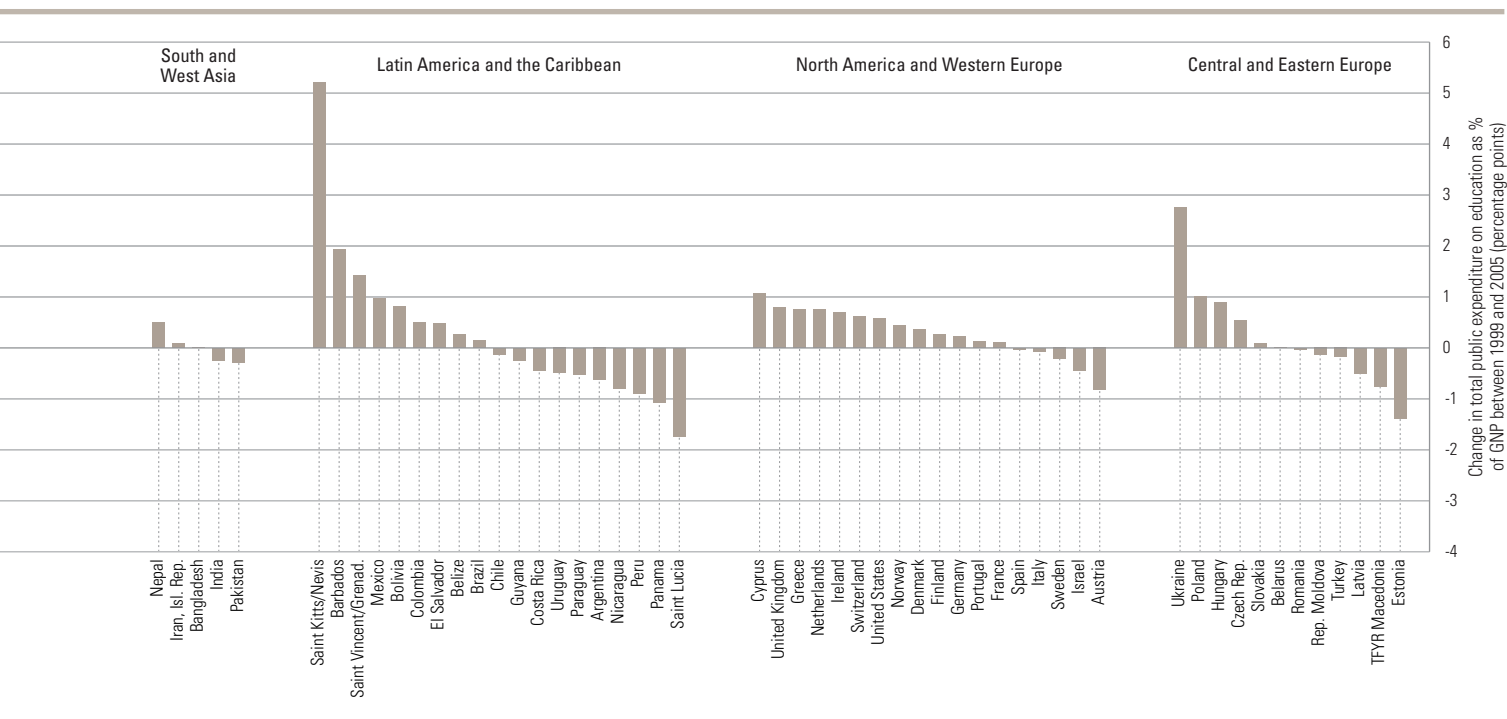
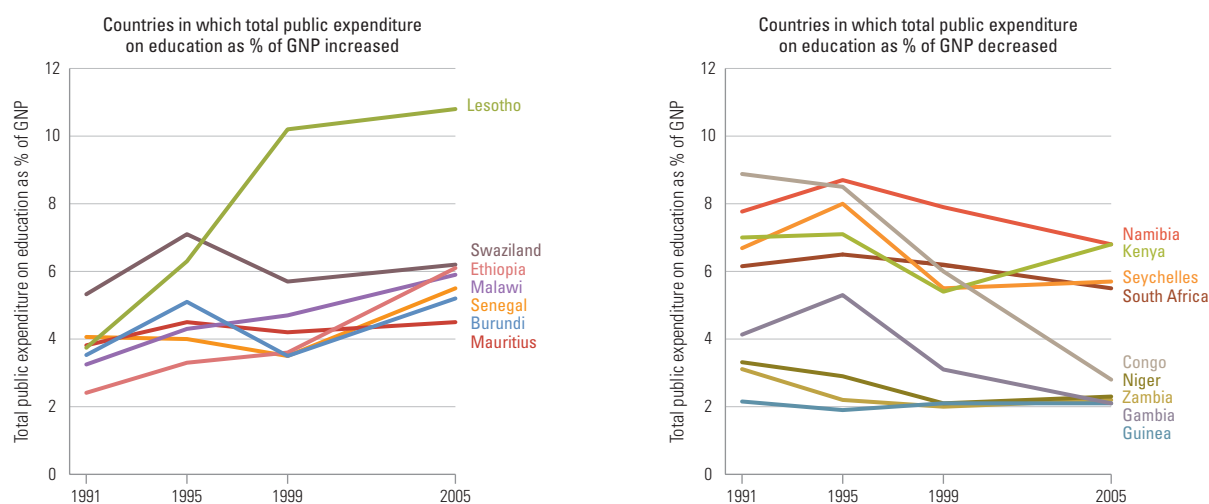


Figure 4.2: Total public expenditure on education as % of GNP in sixteen sub-Saharan African countries, 1991–2005



Sources: Annex, Statistical Table 11; UIS database.

shares together with similar data for 1999 to 2005 for sixteen sub-Saharan African countries. Overall, there is a distinct pattern – an increase in the share in the years immediately following the Jomtien conference of 1990, followed by a reversal, then another surge after Dakar.

On changes in the share of education in total government expenditure, less can be said. Only forty countries outside of North America and Western Europe have provided sufficient information to make comparisons between 1999 and 2005, and fifteen of these are in Latin America

The increases in education expenditure in sub-Saharan African countries are encouraging

and the Caribbean. The data are too limited to support generalizations. However, of the four countries in the Arab States region that provided information – Lebanon, Morocco, Oman and Saudi Arabia – all increased the share of total government expenditure devoted to education. In South and West Asia, the share increased in the Islamic Republic of Iran and Nepal, while it fell in Bangladesh and India. In sub-Saharan Africa, the share increased in Lesotho (to 30%) and fell in Cameroon (9%), the Congo (8%), Mauritius (14%) and South Africa (18%).

**Growth in education expenditure: encouraging signs in sub-Saharan Africa and in South and West Asia**

A country may be increasing its public expenditure on education substantially but if its rate of overall economic growth is increasing faster, then education expenditure as a share of GNP will be falling. Conversely, in a country that is increasing education expenditure at a low rate, if its rate of economic growth is even lower, the share of GNP for education will increase. To supplement the information on expenditure shares, this subsection looks at rates of growth of education expenditure since 1999.<sup>4</sup> Information is available for 100 countries. Table 4.3 summarizes it by region.

The region with the highest median rate of growth in education expenditure between 1999 and 2005 was Central Asia (8.1%), followed by sub-Saharan Africa (5.5%), Central and Eastern Europe (5.3%), South and West Asia (5.1%), East Asia and the Pacific (4.7%), and the Arab States (4.7%). The lowest rates were for North America and Western Europe (3.2%), and Latin America and the

Caribbean (2.4%). Again, variations by country within each region are very large.

Overall, the increases in education expenditure in sub-Saharan African countries are encouraging. GNP growth in this region has been lower than for any region except North America and Western Europe, and Latin America and the Caribbean, while the growth in education expenditure has been next to the highest. Also, while the countries of South and West Asia have not excelled in terms of increasing education's share in GNP, their rate of growth in education expenditure has been relatively high. It is encouraging that in the two regions where most of the world's out-of-school children live, education expenditure has been increasing rapidly. Of course, this does not apply to all countries in these regions. In the Gambia, Mauritania and Pakistan, for instance, small increases in economic growth were accompanied by even smaller increases in education spending. The Lao People's Democratic Republic provides a good example of the importance of focusing on rates of expenditure growth: while the share of education expenditure in GNP was only 2.5% in 2005, the average growth rate in education spending was 24% a year from 1999.

**The distribution of public expenditure on education by level: differences across income level**

How do governments distribute their education budgets across the different levels of education? Information for 2004 or 2005 is available for eighty-five countries. Figure 4.3 shows the average shares of expenditure on primary, secondary and tertiary education in the high, upper middle, lower middle and low-income groups.

**Table 4.3: Annual compound rates of growth in total real public expenditure on education and GNP, 1999-2005**

|  | Sub-Saharan Africa | Arab States | Central Asia | East Asia/Pacific | South/West Asia | Latin America/Caribbean | N. America/W. Europe | Centr./East. Europe |
|--|--------------------|-------------|--------------|-------------------|-----------------|-------------------------|----------------------|---------------------|
| <b>Total real public expenditure on education, annual rate of growth (%)</b> |                    |             |              |                   |                 |                         |                      |                     |
| Median   | 5.5                | 4.7         | 8.1          | 4.7               | 5.1             | 2.4                     | 3.2                  | 5.3                 |
| Maximum  | 19.3               | 8.7         | 18.9         | 23.7              | 8.1             | 15.6                    | 9.8                  | 17.7                |
| Minimum  | -7.3               | 0.4         | 2.1          | -3.2              | 2.5             | -8.0                    | -1.0                 | -4.0                |
| <b>GNP, annual rate of growth (%)</b>  |                    |             |              |                   |                 |                         |                      |                     |
| Median   | 4.0                | 4.5         | 7.5          | 4.5               | 4.5             | 2.7                     | 2.4                  | 4.7                 |
| <b>Number of countries with data</b>   |                    |             |              |                   |                 |                         |                      |                     |
|  | 24                 | 6           | 6            | 11                | 5               | 18                      | 18                   | 12                  |

Sources: Annex, Statistical Table 11; UIS database.

4. The rates of growth described in this subsection measure changes in education expenditure and GNP expressed in 2004 constant US\$. The use of constant prices removes the effects of inflation between 1999 and 2005.

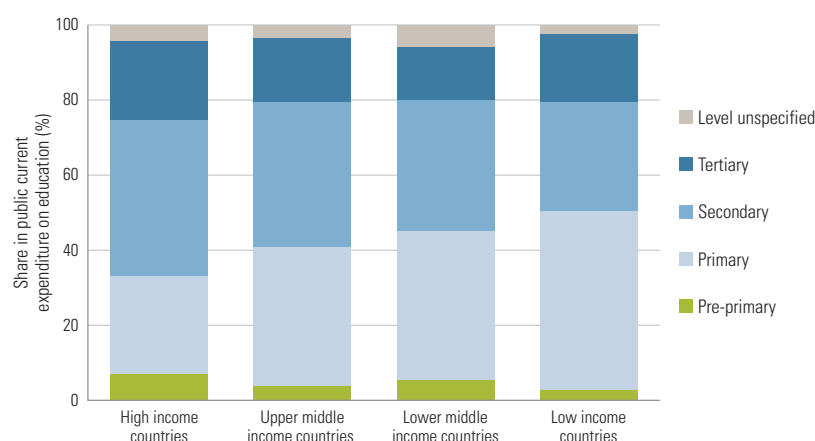


Some clear patterns emerge across the different income groups. Low-income countries, on average, devote almost half their total education expenditure to primary education. This share falls as income rises, to just 25% in high income countries. The average share for secondary education is lowest in low-income countries (28%) and broadly similar in the other three income groups (between 34% and 40%). There is little variation in the average share for tertiary education for the three low and middle income groups (16% to 20%); the share is somewhat higher (22%) for high income countries. Turning to the distribution of expenditure among the education levels within each group, in high income countries and, to a lesser extent, in upper middle income countries, secondary education receives the highest priority. In lower middle income countries, the average share for secondary is slightly below that for primary, while in low-income countries the primary share is much higher than that of secondary education. As the pressure to expand secondary school enrolment intensifies in today's low income countries, so will the competition with primary education for increases in the education budget.

Once again, among countries in each income group there are significant differences. In the low-income group the share of primary education in total public expenditure on education varies from 17% in the Republic of Moldova to 71% in Burkina Faso. Among lower middle income countries the range is from 9% in Belarus to 65% in the Dominican Republic. The variation is less for high income countries. Tertiary education's share in total expenditure also varies substantially. Among low-income countries, Mauritania devotes 5% of its total expenditure on education to tertiary while in Eritrea the share reaches 48%. The distribution across education levels partly reflects the distribution of pupils, but the heterogeneity also indicates the extent to which countries vary in the way they use private and public sources to finance the different levels of education.

The greater emphasis on primary education in low-income countries has an interesting effect on expenditure as a share of GNP. While sixteen countries in sub-Saharan Africa spend more than 1.8% of GNP on primary education, no country except Iceland in North America or Western Europe spends above this share. This is another indication of the efforts many poor countries are making to move towards the EFA goals.

**Figure 4.3: Average shares of public current expenditure on education by level, by income group, 2005**



Sources: Annex, Statistical Table 11; UIS database.

Information on changes in the share of total public education expenditure going to primary education between 1999 and 2005 is limited to twenty-six countries, leaving aside North America and Western Europe. The share remained constant in one of these, increased in nine and fell in sixteen. However, the annual rate of growth of real expenditure was negative in only three of the sixteen: Argentina (-1.5%), Saint Lucia (-5.2%) and the Congo (-11.8%). The highest growth rates were in Burundi (15.0%), Bolivia (9.7%), Morocco (8.6%), Bangladesh (7.5%) and Nepal (7.3%). Overall, expenditure on primary education grew in most of the countries in this relatively small group, but at a lower rate than expenditure on other levels. As a result, the share of total education expenditure for primary education decreased in several countries.

#### **Public expenditure per primary school pupil: big differences within regions**

Average annual public expenditure on each primary school pupil varies enormously across countries. Since, typically, between 85% and 95% of the expenditure is for teacher salaries, and since much of the variation in these salaries reflects differences in per capita income, little can be learned from a straightforward comparison of expenditure per pupil by country. As a result, the common approach to comparing this 'unit cost' among countries is to present it as a share of each country's per capita GNP. Table 4.4 summarizes the 2005 data for 107 countries. The differences among regions are relatively small. Of greater interest are the

**The share of primary education in total public expenditure on education varies from 17% in the Republic of Moldova to 71% in Burkina Faso**

**Table 4.4: Public current expenditure on primary education per pupil as % of GNP per capita in selected countries, by region, 2005**

|                     | Sub-Saharan Africa | Arab States | Central Asia | East Asia/Pacific | South/West Asia | Latin America/Caribbean | N. America/W. Europe | Centr./East. Europe |
|---------------------|--------------------|-------------|--------------|-------------------|-----------------|-------------------------|----------------------|---------------------|
| Median              | 12.4               | 12.3        | 8.0          | 13.3              | 8.7             | 13.5                    | 20.1                 | 16.9                |
| Average             | 13.3               | 15.6        | 9.1          | 12.3              | 10.3            | 13.5                    | 19.9                 | 17.2                |
| Maximum             | 33.4               | 45.1        | 13.2         | 20.6              | 18.5            | 23.9                    | 24.9                 | 24.2                |
| Minimum             | 4.7                | 6.6         | 7.1          | 2.5               | 5.2             | 5.0                     | 14.4                 | 11.7                |
| Number of countries | 26                 | 12          | 4            | 9                 | 4               | 21                      | 19                   | 12                  |

Source: Annex, Statistical Table 11.

**Education expenditure has increased significantly in most countries since 1999**

differences between countries in a given region. For example, in sub-Saharan Africa the median is 12.4%, but Burkina Faso, Burundi, Cape Verde, Kenya and Namibia each has a unit public cost of at least half as much again. Differences may be due to a variety of factors, including a relatively small pupil/teacher ratio, high teacher salaries compared to the rest of the workforce and relatively high costs of providing other inputs to schools. Any of these can put additional strain on financing primary education. Another factor may be differences in the amounts households are required to contribute.

How has real expenditure per primary-school pupil changed over the past few years as countries expanded their education systems? The two main factors are changes in total expenditure on primary education and in numbers of pupils. Of particular interest is whether countries have been able to maintain the level of expenditure per pupil as enrolments have increased since 1999 and, where enrolment has decreased (generally for demographic reasons), whether countries have taken the opportunity to increase per-pupil expenditure. Information is available for twenty-four countries outside North America and Europe.

In almost all these cases, per-pupil expenditure rose and for almost half of the countries this was because increases in total expenditure were greater than increases in enrolment. In some countries, largely upper middle income, the increase was due to growth in total expenditure and a decline in enrolment. Only in four countries did per-pupil expenditure fall: in Argentina and Saint Lucia due to a larger reduction in expenditure than in enrolment, in the Congo to a high increase in enrolment while public expenditure fell and in Namibia to an increase in enrolment while spending was unchanged.

It is very likely that the Congo was not the only country where enrolment rose faster than expenditure. The increase in the average pupil/teacher ratio across sub-Saharan Africa from 41:1 in 1999 to 45:1 in 2005, described in Chapter 2, suggests similar rises for many countries.

#### **How equitable is government expenditure on education?**

Education expenditure has increased significantly in most countries since 1999. Yet how equitable is its distribution? In some countries, all government expenditure on education is classified as poverty reducing while in others that classification is limited to expenditure on primary education. For most low-income countries, the arguments for including only primary education are stronger, since expenditure at this level is more direct in enabling poor children eventually to move out of poverty. In countries where secondary and tertiary education enrolment is still highly restricted, children from higher income households tend to dominate, and to benefit overwhelmingly from government expenditure.

Benefit incidence studies analyse the benefits of government expenditure on education across household income groups and have been summarized for thirty-seven countries (Davoodi et al., 2003). Table 4.5 shows the shares of education expenditure, in total and by education level, spent on the poorest and wealthiest quintiles of households in five geographical country groupings. In all cases, the studies used data from the 1990s.

Total expenditure on education was not pro-poor in any of the country groupings, and particularly not in sub-Saharan Africa or Asia and the Pacific. In all cases the pro-rich bias of expenditure on secondary and, particularly, tertiary education counterbalanced the generally pro-poor expenditure on primary education. In sub-Saharan

**Table 4.5: Distribution of benefits of public spending on education to poorest and richest households in selected countries**

|  | All education |             | Primary     |             | Secondary   |             | Tertiary    |             |
|--|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|  | Poorest 20%   | Richest 20% | Poorest 20% | Richest 20% | Poorest 20% | Richest 20% | Poorest 20% | Richest 20% |
| Sub-Saharan Africa (10 countries)          | 12.8          | 32.7        | 17.8        | 18.4        | 7.4         | 38.7        | 5.2         | 54.4        |
| Asia and Pacific (4 countries)             | 12.4          | 34.8        | 20.3        | 16.9        | 8.3         | 37.3        | 2.5         | 69.0        |
| Middle East and North Africa (2 countries) | 15.3          | 24.1        | 24.7        | 12.4        | 11.0        | 24.4        | 4.0         | 46.9        |
| Transition countries (7 countries)         | 15.3          | 24.0        | 19.3        | 20.0        | 12.5        | 24.6        | 8.7         | 32.6        |

Source: Davoodi et al. (2003), Table 2.

Africa and in the transition country group there was no pro-poor bias even in primary education (Davoodi et al., 2003).

As primary education has expanded in recent years, it is likely that the poor have been benefiting increasingly and that expenditure on this level is increasingly pro-poor. This is the case in several sub-Saharan African countries where access has expanded significantly since school fees were abolished. A recent study of Ethiopia analysed the share of benefits from public education expenditure by household wealth, region, location (urban/rural) and gender in 1996, 1998 and 2000 (Woldehanna and Jones, 2006). In all cases, the disparities in the incidence of expenditure decreased. In 1996, only around 12% of expenditure on primary education benefited the poorest one-fifth of rural households, but by 2000 the share had increased to 18%. For the wealthiest fifth, the share fell from 24% to 18%. Similarly, between 1998 and 2000 the share of total primary education expenditure benefiting girls increased from 36.5% to 39.7% – and within that overall increase, the share for the poorest girls increased most. These changes coincided with implementation of the first sector-wide programme in education and consequent expansion of primary schooling. It is likely that disparities have since decreased further, as the GER rose from 59% in 1999 to 100% in 2006 and the share of education in total government expenditure rose from 14% to 18%, with primary education being allocated a constant share.

Disparities in education expenditure across regions, linked to disparities in educational provision and attainment, are often widest in large countries and, especially, in those with federal structures, where the individual regional governments that have responsibility for services such as education have access to differing levels of resources. Across the world, arrangements for compensating relatively

underdeveloped and under-resourced regions vary, and change periodically as circumstances change. In recent years some countries have made specific responses with regard to expanding basic education. In India since 1994 and in Nigeria since 2005 the focus has been on federal grants to states, in South Africa on increases in the shares of total revenue that are allocated to the poorest regions (Crouch, 2004) and in Brazil on federal supplements to state education funds, themselves financed through minimum shares of state and municipal government revenue (Gordon and Vegas, 2005).

### Household expenditure on education

Though the Dakar Framework commits governments and donors to provide the resources necessary to achieve EFA and calls for creative and sustained mobilization of resources from other parts of society, including the private sector and NGOs, the reality is that households also make substantial contributions to the education system.<sup>5</sup> The first part of this section looks at how much and on what items, and what impact this has on households, particularly poor ones. Efforts to reduce or offset household expenditure have been made over the past few years in attempts to expand poor children's access to school. These efforts, and their implications for public expenditure, are discussed in the second part.

### Households account for a significant portion of total expenditure at all levels of education

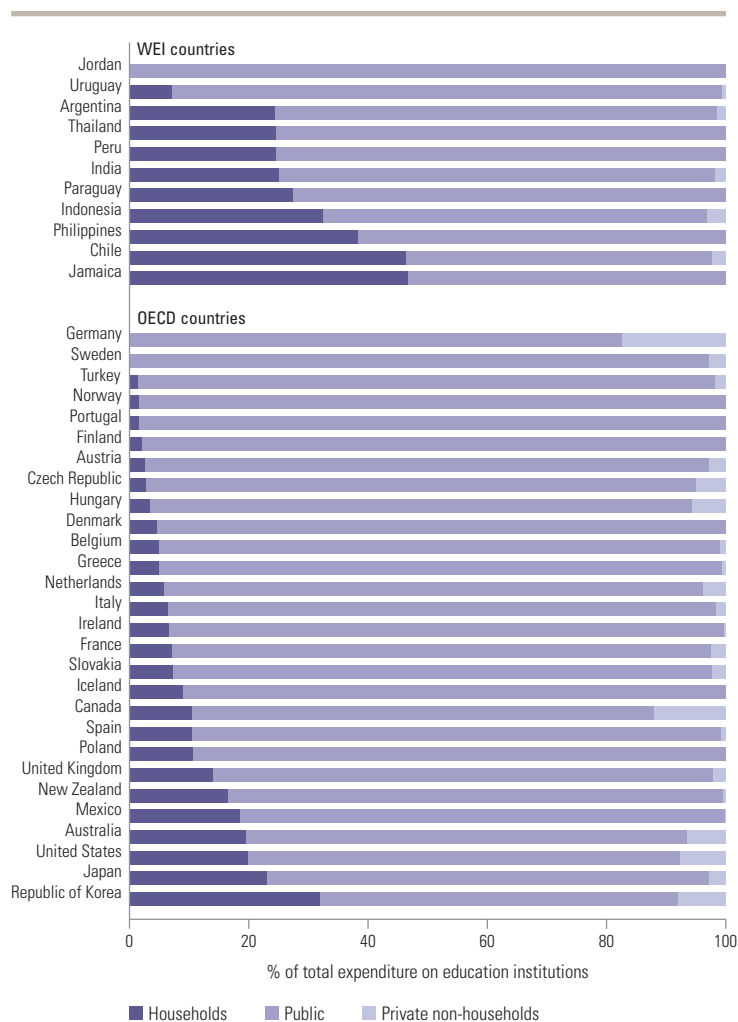
Figure 4.4 illustrates the extent of household participation in education financing, through fees and other direct payments, for a group of eleven low and middle income countries participating in the World Education Indicators (WEI) programme<sup>6</sup> as well as for twenty-eight OECD countries. Household payments of school-related charges in nine of the eleven countries represent more than

**The reality is that households make substantial contributions to the education system**

5. Comparing household expenditure on education by country is challenging, given the diverse ways in which governments define the components of education spending and the varied sources available for the analysis. It is even more difficult to find comparable data across time. This discussion draws on a variety of sources, in particular data systematized by international agencies and primary and secondary analyses of household surveys; all data should be regarded as rough approximations.

6. The WEI programme is a joint UIS-OECD collaboration, currently involving nineteen developing countries.

**Figure 4.4: Relative proportions of public, household and other private expenditure on education institutions**



Note: Data correspond to the financial year ending in 2003, except for Canada, Jordan and Uruguay (2002), Chile, New Zealand and Peru (2004) and Thailand (2005).

Source: UIS (2006a), Table 2.b.i.

7. Expenditure on education institutions includes payments for instruction and provision of education goods by institutions, capital expenditure and rent, provision of ancillary services, and research and development activities (UIS, 2006a).

8. Direct public funding of private schools represents almost 40% of total public expenditure on primary and secondary education in Chile (UIS, 2006a). In addition to receiving vouchers, government-supported private schools are allowed to charge tuition fees.

one-quarter of total expenditure on education institutions.<sup>7</sup> In Chile and Jamaica the household share exceeds 40%, and there is evidence that it has been rising in Argentina, Chile, India, Jamaica and Thailand. The share of private spending is reported to have increased sevenfold in India between 1998 and 2003, to 27%, and by 4.5 times in Thailand between 2000 and 2005, to 24.5%. The combined share of household and other private sources in Jamaica, already 38% in 2000, grew to 47% in three years (UIS, 2006a; UIS/OECD, 2003).

Funding arrangements for the different levels of education vary by country. In Jamaica, households

mainly pay for public and private non-tertiary institutions. In Chile, by contrast, a considerable proportion of expenditure on tertiary education is paid for by households, while public funding covers most of the cost of primary and secondary education through vouchers, even for private institutions (UIS, 2006a).<sup>8</sup> At the other end of the spectrum, Jordan and Uruguay rely heavily on public financing for all levels, with average government participation in total funding that is above even the OECD mean.

In general, governments in developing countries tend to fund a much greater share of primary and secondary education than of tertiary. Exceptions are India, Jamaica and Thailand, where public sources cover over two-thirds of total financing for tertiary. It is worth noting, though, from an EFA perspective, that households still contribute around 20% of total expenditure at these levels.

Overall reliance on public sources to finance education is greater in OECD countries, with their larger tax base, than in WEI countries. In Denmark, Finland, Norway, Portugal, Sweden and Turkey, public funding provides over 95% of total expenditure, and in twenty-two of the twenty-eight OECD countries covered, public funding for all non-tertiary education is at least 90% of the total.

Another way of assessing the extent of household participation in the financing of education is to compare the amounts spent per public school pupil by households and by the government. This comparison is shown for primary schools in eight countries in Figure 4.5. While in most of these cases governments cover the majority of the direct cost of educating a child, households contribute up to one-quarter of the total.

### ***Tuition fees in public primary schools are common, as are other types of private costs***

Many countries tolerate the collection of fees and charges in public primary schools despite constitutional provisions guaranteeing free primary education. Indeed, most children enrolled in public primary schools face some type of charges.

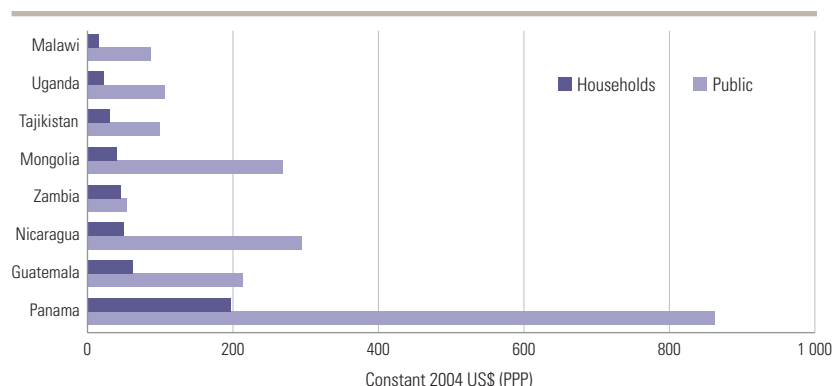
Table 4.6 provides examples of the prevalence of several categories of household expenditure for public primary schooling in nine countries. A large percentage of households pay tuition and examination charges in some countries: above 80% in Guatemala and Panama, around 70% in

## Changing national financial commitments to EFA since Dakar

Nicaragua and 73% of students in Zambia. In addition, other types of costs, such as buying school supplies, are widespread. School uniforms represent 60% of average household education expenditure on public primary schooling in Tajikistan (Tajikistan Goscomstat and World Bank, 2003) and 44% in Timor-Leste (Timor-Leste National Statistics Directorate and World Bank, 2001). The mean annual cost of uniforms in Mozambique was more than three times the cost of fees paid per child enrolled in the lower grades of primary schooling (before fees were abolished), and the cost of textbooks was twice that of fees (World Bank, 2005g). Household surveys conducted in Nigeria, Uganda and Zambia reveal that transport and food are the biggest costs of attending primary school (Nigeria National Population Commission and ORC Macro, 2004; Uganda Bureau of Statistics and ORC Macro, 2001; Zambia Central Statistics Office and ORC Macro, 2003).

Private tutoring is another household expense, found most commonly at secondary level, but increasingly at primary level too, including in Albania, Azerbaijan, Bangladesh, Cambodia, Egypt, Japan, Kenya, Poland, the Republic of Korea and Viet Nam (Bray, 2006; Dang, 2006; Education Support Program, 2006; Kim, 2007). Private tutoring raises serious concerns about equity, as both the amount and the quality tend to be positively associated with household income (Bray, 2006).

**Figure 4.5: Mean annual public and household current expenditure per pupil in public primary schools**



Sources: Annex, Statistical Table 11; Guatemala Government and World Bank (2000); Malawi National Statistics Office and ORC Macro (2003); Mongolia National Statistical Office (2004); Nicaragua National Statistics and Census Institute and World Bank (2001); Panama Government and World Bank (2003); Tajikistan Goscomstat and World Bank (2003); Uganda Bureau of Statistics and ORC Macro (2001); Zambia Central Statistics Office and ORC Macro (2003).

**School-related costs may constitute a large share of household spending, especially for the poorest**

Household and school surveys indicate that financial contributions to schools, and related expenditures, can represent a large fraction of household expenses (Table 4.7). In Panama, for instance, 7.7% of household total annual expenditure is spent on education while in Nicaragua and Tajikistan the share is 5.5%. Before primary school fees were abolished in

**Table 4.6: Household expenditure on public primary schooling, by type of expenditure**

|                        | Tuition, exam fees <sup>a</sup> | Uniforms | Textbooks <sup>b</sup> | School supplies | Tutoring | PTA, other | Transport, meals, lodging <sup>c</sup> |
|------------------------|---------------------------------|----------|------------------------|-----------------|----------|------------|--|
| <b>% of households</b> |                                 |          |                        |                 |          |            |  |
| Guatemala (2000)       | 82.2                            | 45.7     | 37.2                   | 95.0            | ...      | ...        | 3.4                                    |
| Nicaragua (2001)       | 69.3                            | 78.9     | 52.1                   | 90.9            | ...      | ...        | 51.1                                   |
| Panama (2003)          | 88.1                            | 89.2     | 60.4                   | 96.2            | ...      | 74.0       | 25.4                                   |
| Tajikistan (2003)      | 23.7                            | 92.9     | 89.4                   | 96.5            | 0.2      | 73.5       | 15.8                                   |
| Timor-Leste (2001)     | 33.7                            | 64.4     | 3.8                    | 95.8            | 0.9      | 5.7        | 5.5                                    |
| <b>% of students</b>   |                                 |          |                        |                 |          |            |  |
| Malawi (2001)          | 3.1                             | 69.0     | 82.5                   | ...             | 3.8      | 56.5       | 34.2                                   |
| Nigeria (2003)         | 47.7                            | 89.1     | 99.3                   | ...             | 33.5     | 71.8       | 64.2                                   |
| Uganda (2000)          | 19.0                            | 78.5     | 97.5                   | ...             | 5.0      | 56.7       | 20.0                                   |
| Zambia (2001)          | 73.0                            | 81.0     | 98.0                   | ...             | 12.0     | 67.0       | 24.0                                   |

Notes: The table shows only the main categories of education expenditure, for illustrative purposes, and should not be considered exhaustive.

a) Exam fees are the larger of the two categories for Malawi, Nigeria, Uganda and Zambia.

b) The column shows exam fees for Nigeria and Uganda.

c) Meals only for Malawi, Nigeria, Uganda and Zambia.

(...) indicates that data are not available.

Sources: Guatemala Government and World Bank (2000); Malawi National Statistics Office and ORC Macro (2003); Nicaragua National Statistics and Census Institute and World Bank (2001); Nigeria National Population Commission and ORC Macro (2004); Panama Government and World Bank (2003); Tajikistan Goscomstat and World Bank (2003); Timor-Leste National Statistics Directorate and World Bank (2001); Uganda Bureau of Statistics and ORC Macro (2001); Zambia Central Statistics Office and ORC Macro (2003).

**The financial effort required to continue beyond primary education is often much larger than for the primary cycle**

Uganda and Zambia about one-third of households' discretionary spending was for education goods and services, the same share as in Bangladesh (Boyle et al., 2002). For poor households the burden can be particularly heavy. For instance, the household expenditure per primary school pupil in Tajikistan as a share of per capita household expenditure is twice as high for the poorest fifth of households as for the richest fifth.

The financial effort required to continue beyond primary education is often much larger than for the primary cycle. Indian households surveyed in 2001 in selected districts were spending twice the amount per child in upper primary government schools as in primary schools (Jha and Jhingran, 2005). Fees paid by households in the Democratic Republic of Congo for each child enrolled in public primary schools represent up to 14% of average per capita income (varying by region), increasing up to 42% in public secondary schools (World Bank, 2005c). And in Mozambique, before the elimination of school fees, average total household expenditure per child enrolled in the upper grades of basic education was almost three times that for the lower grades, while expenditure on lower secondary could be nine times that for primary education (World Bank, 2005g). Again, the burden is heaviest for the poorest households. The share of a secondary student's expenses in per capita household

expenditure was roughly twice as high in the poorest households as in the richest in Guatemala, Nicaragua, Tajikistan and Timor-Leste (Table 4.7)

### **School costs are a barrier to school access**

While some households can cover the expenses that are associated with school attendance, many poor households cannot. In addition, for such households the perceived benefits of schooling may not be sufficient to justify the expenditure. 'Lack of money', 'economic problems', 'need to work' and 'family can't afford school expenses' are the main reasons cited in several studies of why children do not attend school; see, for example, Bangladesh, Nepal, Uganda and Zambia (Boyle et al., 2002); Yemen (Guarcello et al., 2006b); and Albania, Kazakhstan, Latvia, Mongolia, Slovakia and Tajikistan (Education Support Program, 2007). In Uganda before the elimination of school fees, 71% of children surveyed cited cost of attendance as the main reason for having dropped out of primary school (Deininger, 2003). Fees are cited as a major obstacle to school enrolment in China and Indonesia (Bentaouet-Kattan, 2006).

Amplifying the effects of direct and indirect costs of schooling, many households tend to invest less in children for whom the value of schooling is perceived to be less important, or when cultural

**Table 4.7: Education expenditure as a share of household expenditure, selected countries**

| Education expenditure as a share of total annual household expenditure                |                      |             |             |         |             |             |                 |             |             |
|---|----------------------|-------------|-------------|---------|-------------|-------------|-----------------|-------------|-------------|
|   | All education levels |             |             | Primary |             |             | Lower secondary |             |             |
|   | Total                | Poorest 20% | Richest 20% | Total   | Poorest 20% | Richest 20% | Total           | Poorest 20% | Richest 20% |
| Guatemala (2000)  | 5.1                  | 2.2         | 8.2         | 2.5     | 1.8         | 3.9         | 7.6             | 5.8         | 7.6         |
| Nicaragua (2001)  | 5.5                  | 3.8         | 7.5         | 2.6     | 2.7         | 3.1         | 4.5             | 5.6         | 4.2         |
| Panama (2003)   | 7.7                  | 5.5         | 9.3         | 4.0     | 2.8         | 6.6         | 5.2             | 4.4         | 6.9         |
| Tajikistan (2003)   | 5.5                  | 6.3         | 6.0         | 2.8     | 3.6         | 2.3         | 3.4             | 4.3         | 3.2         |
| Timor-Leste (2001)  | 1.5                  | 1.5         | 1.5         | 1.0     | 1.1         | 0.6         | 1.5             | 2.5         | 1.2         |
|   |                      |             |             |         |             |             |                 |             |             |
| Education expenditure per pupil as a share of annual household expenditure per capita |                      |             |             |         |             |             |                 |             |             |
|   | All education levels |             |             | Primary |             |             | Lower secondary |             |             |
|   | Total                | Poorest 20% | Richest 20% | Total   | Poorest 20% | Richest 20% | Total           | Poorest 20% | Richest 20% |
| Guatemala (2000)  | 13.5                 | 8.4         | 18.5        | 9.3     | 7.3         | 14.0        | 31.1            | 47.7        | 26.5        |
| Nicaragua (2001)  | 13.7                 | 11.3        | 17.5        | 9.0     | 9.1         | 11.1        | 18.7            | 34.7        | 15.0        |
| Panama (2003)   | 18.9                 | 15.6        | 20.4        | 15.2    | 11.5        | 24.1        | 22.9            | 28.2        | 25.5        |
| Tajikistan (2003)   | 16.4                 | 21.0        | 15.2        | 13.9    | 19.4        | 10.4        | 15.0            | 20.5        | 12.5        |
| Timor-Leste (2001)  | 4.2                  | 4.6         | 3.7         | 3.3     | 3.8         | 2.1         | 7.7             | 14.2        | 5.4         |

Sources: Guatemala Government and World Bank (2000); Nicaragua National Statistics and Census Institute and World Bank (2001); Panama Government and World Bank (2003); Tajikistan Goscomstat and World Bank (2003); Timor-Leste National Statistics Directorate and World Bank (2001).



norms support differing treatments of children in the same household. When there are preferences it is usually girls who are at a disadvantage (Boyle et al., 2002; Drèze and Kingdon, 2001; Emerson and Souza, 2002) and older children (Ejrnæs and Pörtner, 2004; Souza and Emerson, 2002). Direct and indirect costs of schooling in a context of poverty, as well as social and cultural norms, require many households to make tough decisions on which, if any, of their children to send to school and for how long.

### **Reducing the burden on households but adding to the strain on public resources**

Since Dakar, two initiatives for increasing the participation of disadvantaged children have been expanded: abolition of school fees matched by compensatory payments to schools, and cash transfers to targeted households whose children enrol. Both aim to expand access, but can have significant implications for public expenditure.

Since 2000 fourteen countries have eliminated tuition fees for primary school.<sup>9</sup> Governments have had to deal with two financial consequences of this policy: the replacement of revenue lost by the schools and the increased costs resulting from higher enrolment. One of the most common strategies followed by governments to compensate schools has been the allocation of capitation grants directly to them. Kenya, after abolishing school fees in 2003, based the level of its capitation grants on an assessment of the minimum requirements for school functioning and the availability of learning materials. Yearly allocations per student, amounting to the equivalent of US\$14, were transferred to accounts managed directly by the schools. In 2003/04 the grants represented 12.5% of the government's total recurrent budget for primary education. Much of the funding was provided through the World Bank and the UK Department for International Development (World Bank and Government of Kenya, 2005). Initial problems in countries adopting capitation grants include allocations below the amounts previously collected from fees, or below agreed amounts, and grants received too late in the school year or not by all schools (Bentaouet-Kattan, 2006).

The second impact of school fee abolition on government finances stems from the intended increase in enrolment and the resulting need to fund additional teachers, classrooms and learning materials. In Malawi, even though additional

resources were made available for these purposes, the surge in enrolment resulted in a decline in per-pupil spending (School Fee Abolition Initiative, forthcoming). By contrast, before fees were abolished in the United Republic of Tanzania, the expected consequences for teacher recruitment, deployment and training, as well as for classrooms and learning materials, were fully assessed and integrated into the donor-supported Primary Education Development Plan. Donors have also funded at least part of the additional expenditure resulting from fee abolition in Ghana, Kenya, Mozambique and Uganda. In addition, savings from debt relief through the Enhanced Heavily Indebted Poor Countries (HIPC) Initiative played a supportive role in Ghana and Uganda (Bentaouet-Kattan, 2006; School Fee Abolition Initiative, forthcoming).

As noted earlier, even when school fees are eliminated, families face costs for textbooks, supplies, uniforms and transport. In addition, schooling deprives households of children's paid or unpaid work in or out of the home. In an effort to offset such costs, some governments transfer money directly to households in return for their children's enrolment. These programmes are mainly directed at relatively marginalized populations and are often part of larger poverty reduction efforts referred to generally as conditional cash transfer (CCT) programmes. Evidence presented in Chapter 3 showed that CCTs can be successful, but there is a question of their financial sustainability, particularly when scaled up, and of their appropriateness in countries with weak institutions.

Bolsa Família, in Brazil, is the largest CCT programme in the developing world. It covers about 46 million people, including more than 16 million children receiving the education transfer, and accounts for 0.4% of GDP (*The Economist*, 2007). In 2005 the Mexican poverty alleviation programme Progresa-Oportunidades covered 5 million families. The transfer linked to school attendance was 47% of the total outlay (Levy, 2006). Colombia's expenditure in Familias en Acción for 2001–2004 amounted on average to 0.3% of GDP (Reimers et al., 2006).

The financial importance of the CCT programmes for education in these middle income countries can be seen more clearly when the cost is compared to total government education

**Some governments transfer money directly to households in return for their children's enrolment**

9. The countries are listed on page 112, note 10, in Chapter 3.

**Conditional cash transfer programmes have been effective in increasing access**

expenditure. For instance, the cost of the education component of Progres-a-Oportunidades in 2006 was equal to 4.6% of Mexico's federal education budget, or 17% of the non-salary portion. In Colombia the cost was equivalent to an even larger proportion of public education expenditure, reaching 10.3% in 2002. Such high shares, however, are not universal. The cost of the education component of the Programa de Asignación Familiar (Family Allowance Programme) in Honduras over 2000–2003 was equal to 1.4% of public education spending.

What would the expansion of such programmes cost? Morley and Coady (2003) estimated the cost of expanding CCT programmes at a minimal level to the very poor across eighteen Latin American countries to be US\$1.0 billion a year, while extending them to all children of primary school age below the poverty line would raise the cost to US\$2.4 billion a year. Pearson and Alviar (2007) estimate that turning Kenya's programme for orphaned and vulnerable children into a full-scale national programme would cost US\$44 million a year. Extending the Malawi Social Cash Transfer Scheme, which is in a pilot stage, to the 250,000 very poor eligible households (10% of all households) would raise the annual costs over a hundredfold, to US\$42 million from US\$0.4 million now, and represent 2% of the country's 2005 GDP.

CCT programmes have been effective in increasing access to schooling in several middle income Latin American countries. For this approach to be extended to poorer countries would require careful targeting and very stringent administrative procedures, including through the local community, to assure transparency and minimize fraud.

## Contribution of external aid to EFA since Dakar

### Changing levels, distribution and sources

The third major source of financing EFA comes from official development assistance (ODA). The Dakar meeting in 2000 was essentially initiated by donors and international organizations as a way of reinvigorating the movement towards universal primary education and the other aspects of basic education that had developed at Jomtien in 1990 but had slowed during the following decade.

Among other objectives, the Dakar meeting was intended to galvanize donors into giving increased financial support.

### *Trends in total aid: positive and a small shift towards low-income countries*

The overall trend in total ODA has been positive since 1999, the year preceding the adoption of the Dakar Framework for Action. Net disbursements<sup>10</sup> increased by 9% a year between 1999 and 2005, reaching US\$106 billion in 2005.<sup>11</sup> However, preliminary data indicate that in 2006, total ODA was down by 5.1% (OECD-DAC, 2007b). Total ODA commitments have also increased rapidly since 1999, averaging 8% a year to reach US\$123 billion in 2005. The distribution of ODA across income groups has changed to the advantage of the 68 countries categorised by the OECD-DAC Secretariat as low-income countries, which received 46% of total ODA commitments in 2005, compared with 42% in 1999. While sub-Saharan Africa is still the main recipient of total ODA, the past few years have been characterized by a significant shift towards countries in the Arab States region.

Out of the US\$123 billion in total aid commitments in 2005, US\$70 billion, or 58%, was allocated to sectors. While sectoral aid was still the largest category of total ODA in 2005, donors have significantly changed the way they distribute aid since 2001, with debt relief increasing at a faster rate than direct support to sectors. Between 1999 and 2005, the share of debt relief in total ODA grew from 5% to 22%. In 2005, debt relief accounted for US\$18.5 billion of the total increase in ODA of US\$21 billion since 2004.

### *Trends in aid to education: after the rise, a fall*

The growing importance of budget support, either for a specific sector or for general use, has added to the complexity of calculating the total amount of aid to the education sector and to basic education. Box 4.2 describes the procedures used.

In the years immediately following the adoption of the Dakar Framework, total ODA commitments for education rose rapidly, reaching US\$10.7 billion in 2004, compared with US\$6.5 billion in 2000 – an increase of 65% in real terms. However, in 2005, allocations fell by over US\$2 billion (Figure 4.7), taking commitments to education back to their 2002 level. This fall occurred even though total ODA continued to increase. Turning to basic education, total aid increased at an even higher rate between

10. Net disbursements represent the actual international transfer of financial resources and, by extension, the resources available in recipient countries. Commitments, by contrast, represent a firm obligation undertaken by an official donor to provide specified assistance to a recipient country. Commitments are recorded in the full amount of expected transfer for the year in which they are made, irrespective of the time required for the completion of disbursements. For more details, see the introduction to the aid tables in the annex.

11. All data in this section are in 2005 constant US\$.

#### Box 4.2: Assessing total contributions to the education sector

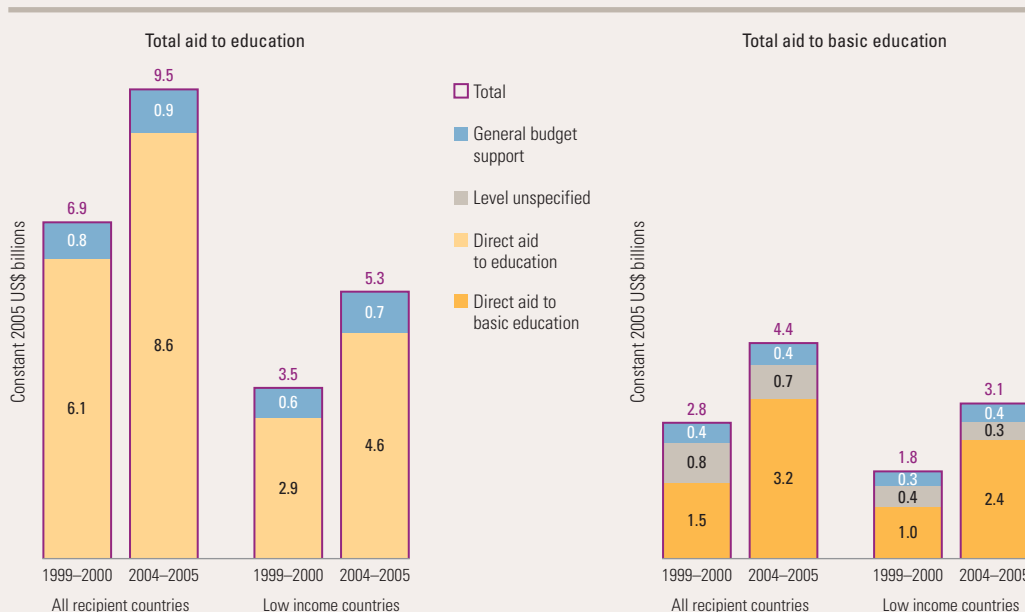
The Secretariat of the OECD Development Assistance Committee (DAC) distinguishes three main levels of education: basic, secondary and post-secondary. Aid to basic education is divided into early childhood education, primary education and basic life skills for youths and adults, including literacy.

In addition to direct allocations to education, the sector receives aid as part of the growing levels of general budget support. Total aid for basic education also includes some of the education sector aid that is not specified as going to a particular education level. Since the 2006 Report it has been assumed that one-fifth of general budget support is allocated to education, and that half of this goes to basic education. It has also been assumed that half of 'level unspecified' aid for education is allocated for basic education. Hence:

- Total aid to education = direct aid to education + 20% of general budget support.
- Total aid to basic education = direct aid to basic education + 10% of general budget support + 50% of 'level unspecified' aid to education.

Figure 4.6 shows the components of total aid to education and to basic education for all recipient countries and for those defined by the OECD-DAC Secretariat as low income countries.

**Figure 4.6: Components of total aid commitments to education and to basic education, 1999–2000 and 2004–2005**



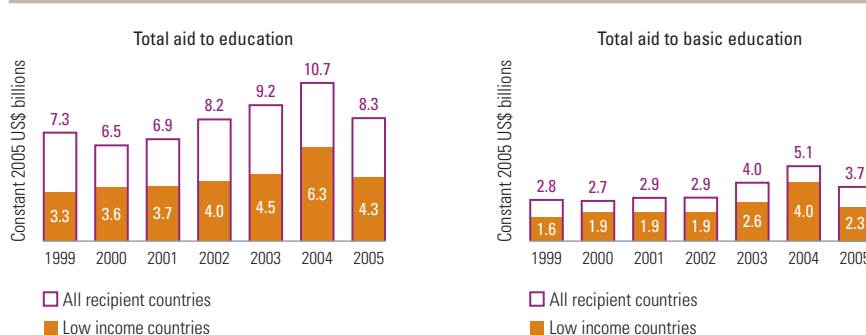
The recent decrease in aid for education is at odds with donors' statements of support

2000 and 2004, by 90%, from US\$2.7 billion to US\$5.1 billion. In 2005, however, basic education commitments also suffered a significant fall, to US\$3.7 billion. The increases to 2004 and the severe decrease in 2005 are the two main features of the trend in aid for education since Dakar. The decrease is at odds with the positive statements made by donors over the past two years about their intentions to increase support to education significantly.

Table 4.8 shows that education's share of total ODA decreased slightly, from 9.6% to 8.5%, between 1999–2000 and 2004–2005,<sup>12</sup> due to the increasing share of debt relief in total ODA. The share of education in the part of aid that goes to sectors, however, remained stable at almost 13% across all developing countries, while the share of basic education increased from 5.1% to 5.8%. For the fifty least developed countries, the education sector overall gained slightly and basic education even

12. Two-year averages are used to dampen the effect of the volatility of aid commitments at the sector level.

**Figure 4.7: Total aid commitments to education and to basic education, 1999–2005**



Source: OECD-DAC (2007c).

**Donors' policies on aid to education are also affected by the absorptive capacity in recipient countries**

more so. In these countries, education's share in total sector aid is around 16% and almost three-fifths is for basic education.

The discussion of aid for education so far has focused on commitments. Aid disbursements measure the actual transfer of financial resources and, by extension, the amount of ODA spent on the education system in recipient countries. They are, however, only a partial indicator of donors' policies on aid to education, as they are also affected by the absorptive capacity in recipient countries. In addition, disbursements reflect past policies, since a time lag exists between policy decisions and actual aid disbursements.

Aggregate data on disbursements have been available at the sector level only since 2002, which prevents any pre- and post-Dakar comparison. In addition, some donors, in particular multilateral ones, do not report disbursements on education. For this Report, information has been obtained directly

from the World Bank's International Development Association (IDA) and the European Commission. When combining these figures on disbursements with those from bilateral donors, it is encouraging to see a rapid increase in disbursements to education as a whole and to basic education since 2002. Disbursements for education across all developing countries rose an average of 15% a year to US\$6.7 billion in 2005 from US\$4.4 billion in 2002 (Figure 4.8). For basic education, disbursements made a sustained increase between 2002 and 2004, and remained stable in 2005 at US\$2.8 billion. As commitments in 2005 decreased significantly, disbursements will likely continue to stabilize or even decrease in the next few years.

#### **Changes in distribution of aid to education**

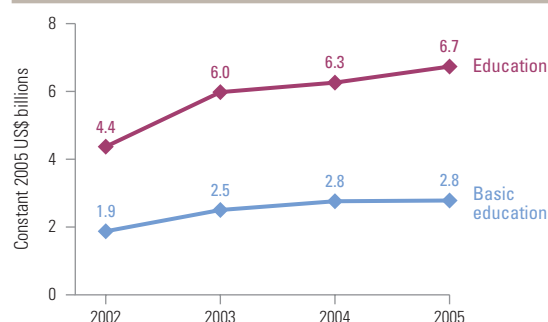
The increase in total aid to education since 1999 has particularly benefited low-income countries. The annual amount to these countries, averaged over 2004 and 2005, was US\$5.3 billion, up from an average of US\$3.5 billion annually in 1999 and 2000,

**Table 4.8: Priority given to education and to basic education (commitments), 1999–2000 and 2004–2005**

|                                    | Share of education in total ODA (%) |                          |                                      | Share of education in sector-allocable ODA (%) |                          |                                      | Basic education as a share of total aid to education (%) |                          |                                      |
|------------------------------------|-------------------------------------|--------------------------|--------------------------------------|--|--------------------------|--------------------------------------|--|--------------------------|--------------------------------------|
|                                    | 1999–2000 annual average            | 2004–2005 annual average | Change 1999–2005 (percentage points) | 1999–2000 annual average                       | 2004–2005 annual average | Change 1999–2005 (percentage points) | 1999–2000 annual average                                 | 2004–2005 annual average | Change 1999–2005 (percentage points) |
| All low income countries           | 11.2                                | 10.1                     | -1.1                                 | 14.2   | 14.9                     | 0.7                                  | 51.1   | 59.1                     | 8.0                                  |
| Of which least developed countries | 10.8                                | 11.2                     | 0.4                                  | 14.0   | 16.0                     | 2.0                                  | 51.7   | 58.6                     | 6.9                                  |
| All developing countries           | 9.6                                 | 8.5                      | -1.1                                 | 12.8   | 12.7                     | -0.1                                 | 39.9   | 45.9                     | 6.0                                  |

Source: OECD-DAC (2007c).

**Figure 4.8: Aid to education and to basic education (disbursements), 2002–2005**



Notes: Italy and Finland did not provide data on disbursements for 2005. Multilateral donors do not report disbursements to the DAC Secretariat, but data on aid to education disbursed by the European Commission and IDA were made available. The IDA data, unlike those of the European Commission, include an allocation from budget support.  
Sources: OECD-DAC (2007c); unofficial data provided by the European Commission and IDA.

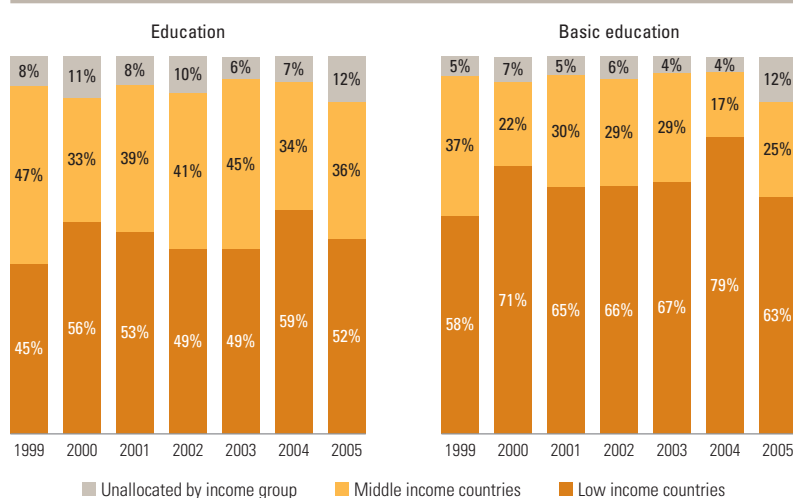
and the share of total aid to education in these countries increased from 50% to 56% (Figure 4.9). The change in distribution was even more favourable to the least developed countries, which received US\$3.5 billion in 2005, up from US\$2.0 billion in 1999 (see annex, Aid Table 4). The trend in aid towards low income countries was particularly pronounced in the allocation to basic education. In 2004 and 2005, these countries received US\$3.1 billion annually, up from US\$1.8 billion annually in 1999 and 2000, and equal to almost three-quarters of the total (Figure 4.7).

In addition to the increased focus on low-income countries, the regional distribution of aid to education has changed since 2000. While sub-Saharan African countries continue to receive the largest amount for education in general, and for basic education, the shares for South and West Asia have increased significantly – from 12% to 20% for education and from 16% to 31% for basic education (Figure 4.10).

Thirty-five countries have been described by the OECD as 'fragile states'. In 2005, these countries received 12% of all aid for education and 14% of aid for basic education – shares similar to those in 1999. The aggregate population of these countries is 10% of the total population of all developing countries.

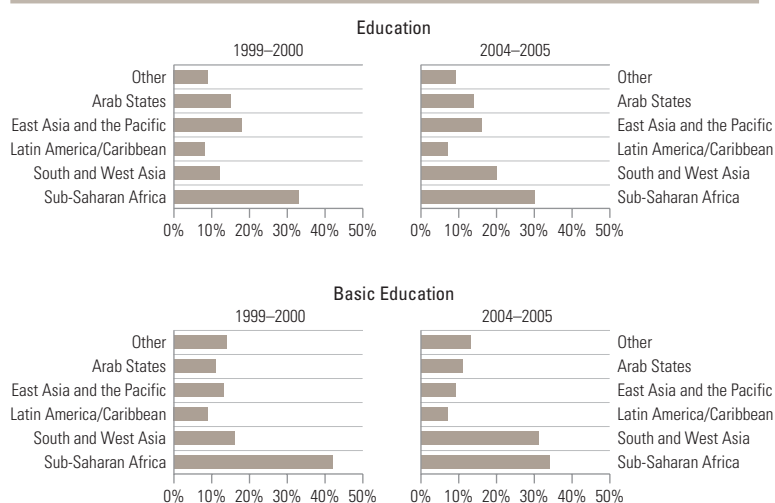
The discussion above suggests that more aid to basic education has been distributed to the poorest countries as a group. However, this does not necessarily mean that it was targeted to the neediest among them. Assessing whether the

**Figure 4.9: Distribution of total aid to education and to basic education by income group (commitments), 1999–2005**



Source: OECD-DAC (2007c).

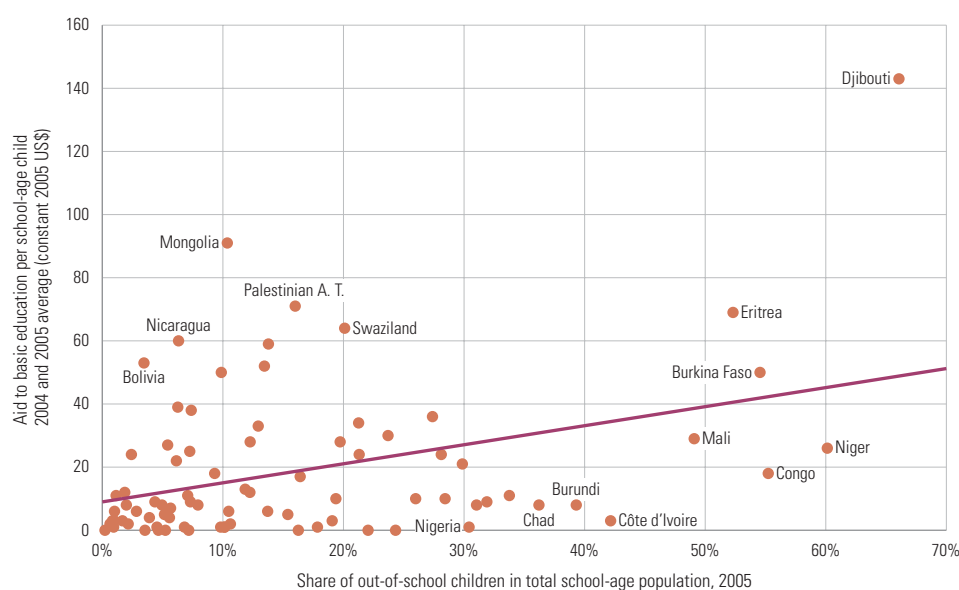
**Figure 4.10: Distribution of total aid to education and to basic education by region (commitments), 1999–2005**



Note: 'Other' regions are North America and Western Europe, Central Asia and Central and Eastern Europe.  
Source: OECD-DAC (2007c).

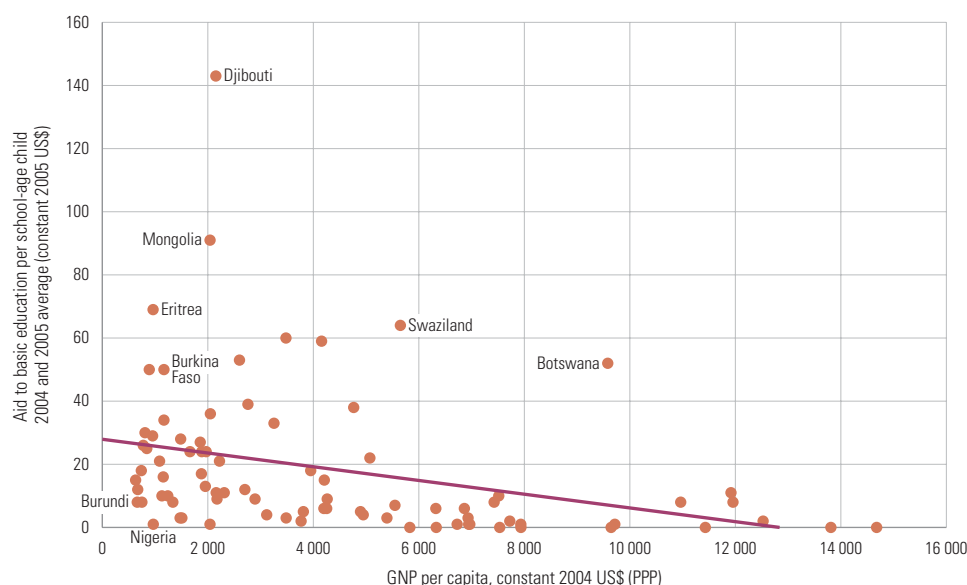
distribution of aid to education is efficient in this regard is far from straightforward, but two simple comparisons would suggest it is not. Figure 4.11 shows there is no strong relationship between amounts of aid to basic education per school-age child and education needs as measured by the share of out-of-school children in the school-age population. Some countries, among them Bolivia, Mongolia and Nicaragua, received relatively high

**Figure 4.11: Aid commitments to basic education and out-of-school children, 2005**



Sources: Annex, Statistical Table 5; annex, Aid Table 4.

**Figure 4.12: Aid commitments to basic education and income per capita, 2005**



Sources: Annex, Statistical Table 1; annex, Aid Table 4.

Aid to basic education is not always targeted to the neediest countries

amounts of aid for basic education per child while the share of out-of-school children was relatively low. Conversely, some countries with a high proportion of out-of-school children received relatively low amounts of aid to basic education per child; most are in sub-Saharan Africa, including

Burundi, Chad, the Congo, Côte d'Ivoire, Mali and the Niger. Figure 4.12 complements this information by linking aid for basic education to income per capita. Again, some countries with a relatively high level of income per capita receive relatively large amounts of aid for basic education (Botswana,



Swaziland) while some poor countries receive relatively low amounts (Burundi, Nigeria). These simple comparisons suggest that the allocation of aid to basic education is not strongly related to the share of out-of-school children in the school-age population or to the level of income per capita.

A recent study of the behaviour of some individual donors concluded that while IDA and the United Kingdom tend to allocate their aid to basic education based on education needs and poverty, others – including France, Germany, the United States and the European Commission – are more likely to be influenced by strategic and political factors (Caillaud, 2007). Allocations are also likely to be influenced by considerations of a recipient country's absorptive capacity.

Turning to the individual recipient countries, in 2004 and 2005 four South and West Asian countries (Afghanistan, Bangladesh, India and Pakistan) received 17% of all aid to education while five sub-Saharan African countries (Burkina Faso, Mozambique, Senegal, Uganda and the United Republic of Tanzania) received 10% of the total (see annex, Aid Table 4, for more details). The predominance of South and West Asian countries in aid to basic education is even more striking (Table 4.9). All four of the largest recipients are in this region, with India alone receiving 11% of all aid to basic education in 2004–2005, a similar share to that received in 1999–2000. Afghanistan, Bangladesh and Pakistan increased their share of total aid to basic education substantially. In sub-Saharan Africa, however, several countries

The allocation of aid to basic education is not strongly related to the share of out-of-school children

**Table 4.9: Changes in aid to basic education in the main recipient countries (commitments), 1999–2005**

|                                       | Total aid to basic education<br>(constant 2005 US\$ millions) |                                |                                      | Share in total aid to<br>basic education (%) |                                |   | Basic education as a share<br>of total aid to education (%) |                                |   |
|---------------------------------------|---|--------------------------------|--------------------------------------|--|--------------------------------|---|---|--------------------------------|---|
|                                       | 1999–2000<br>annual<br>average                                | 2004–2005<br>annual<br>average | Annual<br>change<br>1999–2005<br>(%) | 1999–2000<br>annual<br>average               | 2004–2005<br>annual<br>average | Change<br>1999–2005<br>(percentage<br>points) | 1999–2000<br>annual<br>average                              | 2004–2005<br>annual<br>average | Change<br>1999–2005<br>(percentage<br>points) |
| India                                 | 284   | 482                            | 8                                    | 10.3   | 11.0                           | 0.7   | 63.7  | 86.4                           | 22.7  |
| Bangladesh                            | 79  | 398                            | 26                                   | 2.9  | 9.1                            | 6.2   | 61.3  | 64.5                           | 3.2   |
| Pakistan                              | 9   | 169                            | 52                                   | 0.3  | 3.9                            | 3.6   | 34.7  | 61.4                           | 26.7  |
| Afghanistan                           | 2   | 162                            | 93                                   | 0.1  | 3.7                            | 3.6   | 22.0  | 76.0                           | 54.0  |
| Mozambique                            | 81  | 129                            | 7                                    | 2.9  | 2.9                            | 0.0   | 53.9  | 64.9                           | 11.0  |
| Iraq                                  | 1   | 126                            | 114                                  | 0.0  | 2.9                            | 2.9   | 7.6   | 80.1                           | 72.5  |
| Zambia                                | 90  | 116                            | 4                                    | 3.3  | 2.7                            | -0.6  | 67.0  | 77.6                           | 10.6  |
| Burkina Faso                          | 35  | 111                            | 18                                   | 1.3  | 2.5                            | 1.2   | 52.7  | 70.8                           | 18.1  |
| Yemen                                 | 48  | 110                            | 12                                   | 1.7  | 2.5                            | 0.8   | 75.3  | 93.2                           | 17.9  |
| Nepal                                 | 47  | 100                            | 12                                   | 1.7  | 2.3                            | 0.6   | 83.0  | 91.9                           | 8.9   |
| Viet Nam                              | 35  | 95                             | 15                                   | 1.3  | 2.2                            | 0.9   | 18.7  | 36.7                           | 18.0  |
| Uganda                                | 89  | 95                             | 1                                    | 3.2  | 2.2                            | -1.0  | 60.4  | 58.4                           | -2.0  |
| U. R. Tanzania                        | 41  | 87                             | 11                                   | 1.5  | 2.0                            | 0.5   | 51.0  | 37.1                           | -13.9   |
| Indonesia                             | 121   | 78                             | -6                                   | 4.4  | 1.8                            | -2.6  | 40.3  | 39.6                           | -0.7  |
| Bolivia                               | 29  | 72                             | 14                                   | 1.1  | 1.6                            | 0.5   | 73.3  | 68.6                           | -4.7  |
| Ghana                                 | 86  | 70                             | -3                                   | 3.1  | 1.6                            | -1.5  | 72.2  | 47.4                           | -24.8   |
| Nicaragua                             | 60  | 51                             | -2                                   | 2.2  | 1.2                            | -1.0  | 81.2  | 60.5                           | -20.7   |
| Senegal                               | 75  | 44                             | -7                                   | 2.7  | 1.0                            | -1.7  | 53.9  | 22.9                           | -31.0   |
| Philippines                           | 63  | 44                             | -5                                   | 2.3  | 1.0                            | -1.3  | 35.7  | 63.8                           | 28.1  |
| Malawi                                | 94  | 36                             | -13                                  | 3.4  | 0.8                            | -2.6  | 69.0  | 53.6                           | -15.4   |
| Papua New Guinea                      | 48  | 31                             | -6                                   | 1.7  | 0.7                            | -1.0  | 52.5  | 74.6                           | 22.1  |
| Morocco                               | 62  | 21                             | -14                                  | 2.2  | 0.5                            | -1.8  | 24.4  | 7.8                            | -16.6   |
| Turkey                                | 81  | 19                             | -19                                  | 2.9  | 0.4                            | -2.5  | 37.8  | 14.2                           | -23.6   |
| Low income<br>countries               | 1 770   | 3 147                          | 9                                    | 64.2   | 72.0                           | 7.8   | 51.1  | 59.1                           | 8.0   |
| Of which least<br>developed countries | 1 054   | 2 067                          | 10                                   | 38.2   | 47.3                           | 9.1   | 52.0  | 59.0                           | 7.0   |
| All developing<br>countries           | 2 756   | 4 373                          | 7                                    | 100.0  | 100.0                          | —   | 40.0  | 46.0                           | 6.0   |

Note: Countries listed were among the 15 main recipients in 1999–2000 and/or in 2004–2005.

Source: OECD-DAC (2007a).

**France was the largest contributor to the education sector during 2004-2005, committing US\$1.5 billion a year**

have seen their share decrease by about two percentage points. This is the case for Ghana, Malawi and Senegal. A positive trend in relation to achievement of the EFA goals is that the share of basic education in total aid to education in each of the top ten recipient countries has increased, averaging 76% in 2004–2005. In these countries, the increase in aid to basic education has resulted more from a higher priority given to this level than from the global increase of aid to education.

The data presented so far do not show the major year-on-year variations that occur in aid commitments. For instance, very large commitments for basic education were made to several of the ten largest recipients in 2004, including to some of the world's most populous countries. Bangladesh, for one, received commitments of US\$700 million for basic education in 2004 and India received US\$950 million (see annex, Aid Table 4). This pattern was not repeated in 2005.

#### *Changing donor strategies for education*

Donor strategies for education in general, and for basic education, vary. As was highlighted in Table 4.8, for all donors combined, the priority given to education remained mostly stable over 1999–2005. However, individual donors behaved differently, as Table 4.10 shows. Among multilateral donors, IDA and the European Commission have been the largest contributors to education. IDA's commitments amounted to an average of US\$1.4 billion annually in 2004 and 2005, which was 72% above the level in 1999. The reason was more an increased level of total IDA aid than a higher priority for education. European Commission contributions averaged US\$0.8 billion annually in 2004 and 2005. This was equal to only 8% of all sector grants, a lower share than almost all other multilateral and bilateral donors, and represented a decrease in the share compared to 1999.

The importance accorded to education within total aid varies among bilateral donors. France was the largest contributor to the education sector during 2004–2005, committing US\$1.5 billion a year, which was 40% of its total aid to sectors. The next largest donors were Japan, at US\$1 billion, and the United States, with US\$670 million. These levels of aid represent a relatively small share of their total aid. Japan allocates only 12% of its sector aid to education (up from just 5% in 1999), and the United States less than 4%.

The distribution of aid across levels of education is also crucial. Aid to basic education is divided into early childhood education, primary education and basic life skills for youths and adults, including literacy. As previous Reports have pointed out, within basic education, pre-primary education receives low levels of aid. In 2004, nineteen of the twenty-two donors responding to a request for information reported allocating to pre-primary less than 10% of the amount they made available for the primary level, and a majority allocated less than 2% (UNESCO, 2006a). As a share of total aid to education, the majority allocated less than 0.5%. Data on aid to literacy programmes are also difficult to collect, but it is clear that most donors have given them very little priority (UNESCO, 2005a).

On average, multilateral donors allocated 53% of their total aid to education to the basic level in 2004–2005, compared with 43% for the bilateral donors. However, the bilateral share did represent an eight percentage point increase compared with 1999–2000. These averages hide wide variations. IDA allocated 61% of its education aid to basic education and the European Commission 46% in 2004–2005. The Fast Track Initiative Catalytic Fund allocated all of its aid to basic education. Donors had committed a total of US\$570 million to the fund by 2006 and pledged to commit a further US\$360 million by the end of 2007. As of the end of June 2007, US\$130 million had been disbursed to eighteen countries.

Bilateral donors differ widely in how they view basic education. Canada, Denmark, Finland, Ireland, the Netherlands, New Zealand, Norway, the United Kingdom and the United States clearly make basic education a top priority and allocate more than half of their education aid to it. Other donors allocate less than one-third of total education aid to basic education. This group includes France, Germany and Japan – countries that subsidize large numbers of foreign students in their universities and therefore allocate a large part of their education aid to the post-secondary level (Figure 4.13).

Finally, among some of the largest contributors to education, there was a dramatic reduction in aid to basic education in 2005. The United Kingdom and IDA, in particular, decreased commitments for aid to basic education by 70% and 80%, respectively (see annex, Aid Table 2). The donors that reduced

**Table 4.10: Aid commitments to education and to basic education by donor, 2004–2005 average and change since 1999**

|                             | Total aid to education                                 |                             | Total aid to education as % of total sector ODA |  | Total aid to basic education                           |                             | Basic education as % of total aid to education |  |
|-----------------------------|--|-----------------------------|---|--|--|-----------------------------|--|--|
|                             | 2004–2005 annual average (constant 2005 US\$ millions) | Annual change 1999–2005 (%) | 2004–2005 annual average                        | Change since 1999–2000 (percentage points) | 2004–2005 annual average (constant 2005 US\$ millions) | Annual change 1999–2005 (%) | 2004–2005 annual average                       | Change since 1999–2000 (percentage points) |
| <b>DAC Bilateral donors</b> |  |                             |   |  |  |                             |  |  |
| Australia                   | 127  | -10.0                       | 12.1  | -9.1                                       | 57   | -1.7                        | 44.5   | 18.3                                       |
| Austria                     | 89   | -5.2                        | 39.6  | 5.3  | 4  | -4.7                        | 4.5  | 0.1  |
| Belgium                     | 155  | 9.6                         | 19.6  | -0.3                                       | 35   | 15.0                        | 22.7   | 5.7  |
| Canada                      | 223  | 15.3                        | 14.4  | 2.3  | 173  | 23.9                        | 77.6   | 27.1                                       |
| Denmark                     | 137  | 12.0                        | 9.8   | 2.6  | 82   | 11.7                        | 59.9   | -1.0                                       |
| Finland                     | 66   | 16.6                        | 15.9  | 0.8  | 40   | 23.0                        | 61.3   | 16.9                                       |
| France                      | 1 537  | -0.1                        | 39.6  | -1.9                                       | 279  | -3.9                        | 18.1   | -4.7                                       |
| Germany                     | 760  | -1.5                        | 16.9  | -5.7                                       | 146  | 3.4                         | 19.2   | 4.8  |
| Greece                      | 30   | ...                         | 21.4  | ...  | 4  | ...                         | 13.8   | ...  |
| Ireland                     | 61   | 23.4                        | 18.5  | -8.4                                       | 38   | 27.7                        | 62.6   | 11.6                                       |
| Italy                       | 86   | 8.3                         | 19.6  | 7.9  | 39   | 17.2                        | 45.8   | 17.3                                       |
| Japan                       | 1 047  | 12.5                        | 11.9  | 6.7  | 281  | 4.7                         | 26.8   | -14.5                                      |
| Luxembourg                  | 26   | ...                         | 23.4  | ...  | 12   | ...                         | 46.1   | ...  |
| Netherlands                 | 570  | 13.1                        | 20.4  | 2.4  | 375  | 13.4                        | 65.8   | 1.0  |
| New Zealand                 | 58   | ...                         | 35.0  | ...  | 31   | ...                         | 53.6   | ...  |
| Norway                      | 186  | 5.2                         | 14.0  | 0.4  | 117  | 5.5                         | 62.7   | 1.1  |
| Portugal                    | 60   | 8.9                         | 29.4  | 13.0                                       | 8  | -1.6                        | 13.9   | -11.6                                      |
| Spain                       | 155  | -6.0                        | 18.7  | -2.5                                       | 59   | -2.4                        | 37.9   | 7.7  |
| Sweden                      | 129  | 11.1                        | 8.7   | 0.4  | 66   | 6.8                         | 51.0   | -13.8                                      |
| Switzerland                 | 35   | -4.2                        | 4.8   | -2.6                                       | 16   | -3.4                        | 45.0   | 2.2  |
| United Kingdom              | 646  | 6.8                         | 15.8  | 5.0  | 540  | 9.1                         | 83.6   | 10.0                                       |
| United States               | 672  | 11.2                        | 3.8   | -1.1                                       | 563  | 19.4                        | 83.8   | 29.0                                       |
| <b>TOTAL DAC bilateral</b>  | <b>6 812</b>   | <b>4.7</b>                  | <b>12.9</b>                                     | <b>-0.7</b>                                | <b>2 944</b>   | <b>8.4</b>                  | <b>43.2</b>                                    | <b>8.3</b>                                 |
| <b>Multilateral donors</b>  |  |                             |   |  |  |                             |  |  |
| AfDF                        | 141  | 11.3                        | 9.9   | -1.0                                       | 55   | 3.1                         | 39.4   | -22.8                                      |
| AsDF                        | 308  | 16.3                        | 21.6  | 11.1                                       | 78   | 44.3                        | 25.3   | 18.4                                       |
| EC                          | 762  | 1.2                         | 9.3   | -1.5                                       | 351  | -4.1                        | 46.0   | -17.6                                      |
| FTI                         | 44   | ...                         | 100.0   | ...  | 44   | ...                         | 100.0  | ...  |
| IDA                         | 1 355  | 9.5                         | 15.1  | 2.5  | 822  | 12.5                        | 60.7   | 9.1  |
| IDB Special Fund            | 35   | 36.6                        | 8.6   | 7.0  | 15   | 32.5                        | 41.6   | -8.4                                       |
| UNICEF                      | 64   | 15.0                        | 14.4  | -1.9                                       | 63   | 14.8                        | 98.8   | -1.2                                       |
| <b>TOTAL multilaterals</b>  | <b>2 709</b>   | <b>7.7</b>                  | <b>12.1</b>                                     | <b>1.1</b>                                 | <b>1 428</b>   | <b>7.1</b>                  | <b>52.7</b>                                    | <b>-1.8</b>                                |
| <b>TOTAL all donors</b>     | <b>9 520</b>   | <b>5.5</b>                  | <b>12.7</b>                                     | <b>-0.1</b>                                | <b>4 373</b>   | <b>8.0</b>                  | <b>45.9</b>                                    | <b>6.0</b>                                 |

Notes: AfDF = African Development Fund; AsDF = Asian Development Fund; EC = European Commission; FTI = Fast Track Initiative Catalytic Fund; IDA = International Development Association; IDB = Inter-American Development Bank (Special Fund).

Source: OECD-DAC (2007c).

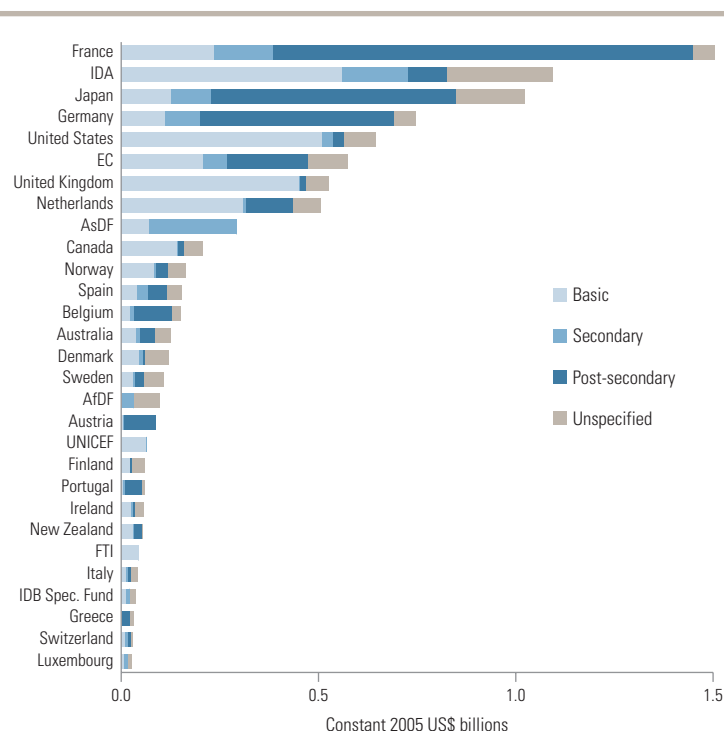
aid the most in 2005 are also those that concentrated their distribution in 2004. For instance, Bangladesh and India received three-quarters of the United Kingdom's aid to basic education and half of IDA's in 2004. Other donors spread their aid more widely. France, the United States and the European Commission each have a core group of countries to which they allocate aid to basic education almost every year, spreading the rest over several countries. The behaviour of a few donors in

delivering large amounts of aid to a few countries in 2004 partly explains the large drop in 2005.

To round off this discussion of aid to education, two additional sources of external financial flows are discussed. The first is non-concessional loans made for education by the World Bank. Though not treated as aid, these loans are substantial, roughly equal to the amount of IDA credits for education, and they have been particularly important sources

Bangladesh and India received three-quarters of the United Kingdom's aid to basic education and half of IDA's in 2004

**Figure 4.13: Breakdown of aid commitments to education by level, 2004 and 2005 average**



Notes: Only direct aid to education is broken down by level.

AfDF = African Development Fund; AsDF = Asian Development Fund; EC = European Commission; FTI = Fast Track Initiative Catalytic Fund; IDA = International Development Association; IDB = Inter-American Development Bank (Special Fund).

Source: OECD-DAC (2007c).

of finance for education in Latin America and the Caribbean (Box 4.3). The second additional source is countries outside the twenty-two OECD-DAC members, and private foundations. Sixteen non-DAC countries report aid activities to the DAC Secretariat. Of these, only the Czech Republic, the Republic of Korea and Turkey report aid for education. Most goes for scholarships in tertiary education, with very little for basic education. Other sources of aid for education are the Islamic Development Bank and the Gulf Cooperation Council. At a meeting of bilateral and multilateral donors in November 2006, these two institutions pledged US\$109 million for education in Yemen, out of a total of US\$307 million pledged (Government of Yemen, 2007). China has recently emerged as a potential source of external finance for African countries. However, the focus of the US\$5 billion China-Africa Development Fund is on natural resources, infrastructure, large-scale agriculture, manufacturing and industrial parks. Few, if any, of the funds are likely to be directed to basic education.

In addition to governments, some private foundations are becoming active in basic education in developing countries. In May 2007, the Soros Foundation pledged US\$5 million for Liberia if a matching pledge could be found, and the Gates and Hewlett Foundations have committed US\$60 million over three years for programmes aimed at improving learning achievements in low-income countries. The largest initiative reported so far is the US\$10 billion endowment of a foundation to raise educational standards and literacy in the Middle East, announced by the ruler of Dubai at the World Economic Forum in Jordan in June 2007 (*The Guardian*, 2007).

### Debt relief moves up the list of priorities

The Dakar Framework for Action argued that higher priority should be given to debt relief linked to expenditure on poverty reduction programmes having a strong commitment to basic education. While the recent debt relief programmes have benefited only a subset of the world's low-income countries, for those that have benefited the programmes have been among the most effective international initiatives to increase government resources.

The introduction of the Enhanced HIPC Initiative for debt relief in 1999, which expanded the previous programme begun in 1996, required countries to prepare and implement a poverty reduction strategy as a condition for qualification. Thirty countries have since qualified for relief – twenty-five in sub-Saharan Africa, four in Central America and the Caribbean, and one in South America – and a further ten are eligible. All are least developed countries. On average, the ratio of debt service to GDP in these countries fell from 3.6% to 2.2% between 1999 and 2005, and the ratio of debt service to government revenue fell from 23.5% to 11.7%, allowing governments to increase expenditure on domestic programmes (IDA/IMF, 2006). Part of the HIPC process is monitoring spending on poverty-reducing measures. Across the thirty countries, expenditure on such activities, in which education is always central, increased on average between 1999 and 2005 from 6.4% to 8.5% of GDP and from 40.9% to 46.1% of total government expenditure.<sup>13</sup> The absolute increase in poverty-reducing expenditure was far larger than the decline in debt service payments. This suggests that governments have used not only funds freed by debt relief for their poverty reduction programmes, but also other resources.

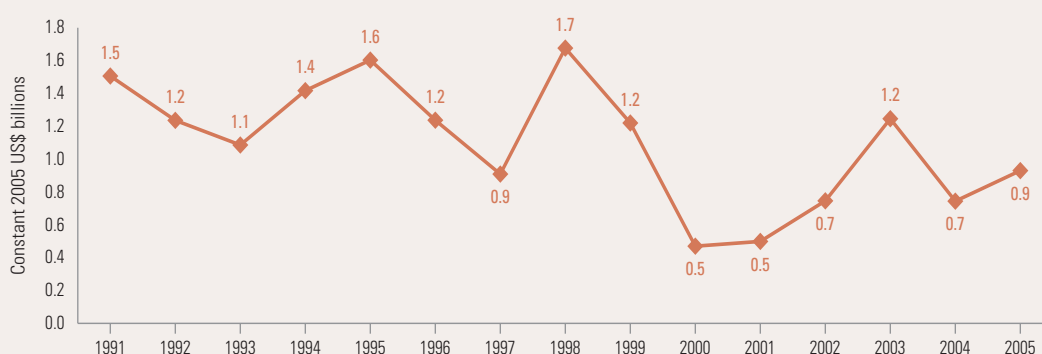
13. The increase may be overstated to the extent that the definition of poverty-reducing expenditure can become more comprehensive within a country over time. It may also vary from one country to another.

### Box 4.3: Non-concessional loans for education

In addition to ODA, multilateral agencies provide non-concessional loans for education. The amounts committed by the regional development banks are relatively small. From 1999 to 2005, the African Development Bank committed US\$17 million a year, the Asian Development Bank US\$80 million a year and the Inter-American Development Bank about US\$250 million a year, on average. About half these loans were specifically for basic education.

The non-concessional loans granted by the World Bank through the International Bank for Reconstruction and Development (IBRD), which averaged US\$840 million a year over 1999–2005, contributed significantly to support education systems in many middle income countries (Figure 4.14). The amount was similar to that of aid allocated to education through IDA.

Figure 4.14: IBRD loans to education (commitments), 1991–2005



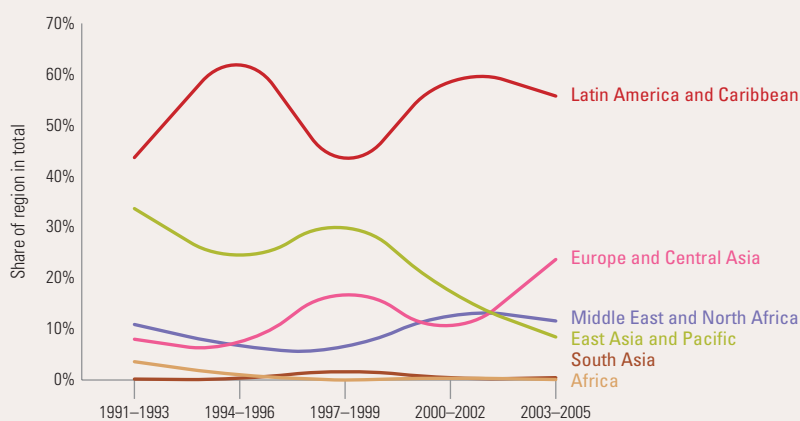
Source: Raw data provided by EdStats, World Bank.

The amounts committed by the regional development banks are relatively small

The regional distribution of non-concessional loans differs significantly from that of IDA credits. Between 1999 and 2005, over half of the loans committed by the IBRD were for Latin American and Caribbean countries, while Europe and Central

Asia, East Asia and the Pacific, and the Middle East and North Africa each received about 15% of the total (Figure 4.15).<sup>\*</sup> Countries in sub-Saharan Africa and South Asia together received around 5%.

Figure 4.15: Regional distribution of IBRD loans to education (commitments), 1991–2005



Source: Raw data provided by EdStats, World Bank.

<sup>\*</sup> The regional classification in this box is that used by the World Bank.

**In Mali, 48% of the savings from debt relief was directed towards the education sector**

The experience, however, was not universal. In nine of the thirty countries – Benin, Bolivia, Burundi, the Gambia, Ghana, Malawi, Mauritania, Nicaragua and the Niger – the share of poverty reduction programmes in total expenditure fell (IDA/IMF, 2006).

The World Bank and the International Monetary Fund (IMF) have encouraged most countries to merge the savings from debt relief with all other sources of revenue; therefore, beyond the broad category of poverty-reducing expenditure it is difficult to identify the extent to which expenditure on basic education has been directly funded from these savings. Evidence does exist, however, for a few countries. In Mali, each year between 2001 and 2005, 48% of the savings from debt relief, on average, was directed towards the education sector, and 37% was for basic education alone. As a result, expenditure on education increased by an additional 14% over the five-year period, and basic education by an additional 15%, because of debt relief (Bender et al., 2007).

The HIPC Initiative largely provided relief on bilateral debt. One of the agreements at the G8 meeting in 2005 at Gleneagles was to extend this process to cover debts to the IMF, the African Development Bank, the Inter-American Development Bank and the World Bank through the Multilateral Debt Reduction Initiative (MDRI). The eligible countries are the same as for the HIPC Initiative and the process is again linked to poverty reduction strategies. Over the long-term, the MDRI will double the volume of debt relief from the HIPC Initiative. The main beneficiaries of debt relief programmes so far have been (in descending order) Mozambique, Uganda, the United Republic of Tanzania and Burkina Faso. Over the longer term, Ghana, the United Republic of Tanzania, Ethiopia, Uganda, Zambia, Senegal, Côte d'Ivoire and the Democratic Republic of the Congo will be the main beneficiaries. An evaluation of the HIPC Initiative by the World Bank Independent Evaluation Group concluded that by tracing public expenditure classified as poverty-reducing, the approach 'has leaned towards channeling additional resources to social expenditures' (World Bank Independent Evaluation Group, 2006a).

## Changing ways of delivering aid to increase effectiveness

At Dakar, funding agencies were asked not only to provide more aid but also to make its provision more predictable, longer term and in support of sector-wide reforms and programmes. Since then, this concern for new and more effective forms of aid to help governments implement comprehensive programmes across the whole of the education sector (or at least subsector, but within some overall sectoral perspective), as opposed to funding specific projects, has grown. This subsection reviews progress on this agenda by (a) using the OECD-DAC aid data to document the growth of aid for sector-wide programmes and sector budget support, compared to traditional project aid, since Dakar, and (b) examining the policies and practices of individual donor agencies in relation to the new aid modalities and providing country case studies.

Experimentation with new ways of assisting educational development had begun by the late 1990s with several bilateral and multilateral agencies participating in sector-wide approaches (SWAps), including the provision of direct budget support for education. In 2005, the Paris Declaration on Aid Effectiveness, signed by 107 countries and twenty-six international organizations, generalized these developments and introduced indicators of progress and targets of good practice for five key elements of aid effectiveness: ownership, harmonization, alignment, results and mutual accountability (OECD-DAC, 2005).

Many factors have been behind the push to increase aid effectiveness and the form aid takes. These include recognition of the inefficiencies and high transaction costs for aid-recipient countries of development agencies 'going it alone' with their own individual projects and monitoring missions. Table 4.11 shows the number of major donors to education in the sixty-eight low-income countries. In twenty countries there are at least eight major donors and in ten countries at least twelve.<sup>14</sup> In addition, often a large number of international agencies and international non-government organizations are on hand administering relatively low-cost projects. Another impetus for changing the ways aid is delivered is the perception that decades of 'capacity-building' has not resulted in the sustained institutional development necessary for the planning and implementation

14. Major donors to a country are defined as those that contributed at least US\$3 million between 2003 and 2005.



**Table 4.11: Number of major donors to the education sector in sixty-eight low-income countries, 2003–2005**

| Number of donors | Number of countries |  |
|------------------|---------------------|--|
| 0                | 1                   | Democratic People's Republic of Korea  |
| 1                | 4                   | Central African Republic, Kiribati, Liberia, Tuvalu  |
| 2                | 10                  | Comoros, Congo, Côte d'Ivoire, Equatorial Guinea, the Gambia, Guinea-Bissau, Sierra Leone, Solomon Islands, Togo, Zimbabwe |
| 3                | 10                  | Cape Verde, Lesotho, Maldives, Mongolia, Myanmar, Samoa, Sao Tome and Principe, Somalia, Timor-Leste, Uzbekistan           |
| 4                | 6                   | Burundi, Djibouti, Lao People's Democratic Republic, Papua New Guinea, Republic of Moldova, Vanuatu                        |
| 5                | 9                   | Bhutan, Cameroon, Chad, Eritrea, Guinea, Haiti, Kyrgyzstan, Rwanda, Tajikistan   |
| 6                | 5                   | Cambodia, Madagascar, Mauritania, Nigeria, Sudan   |
| 7                | 3                   | Malawi, Uganda, Yemen  |
| 8                | 4                   | Benin, Democratic Republic of the Congo, the Niger, Senegal  |
| 9                | 3                   | Angola, Mali, Nepal  |
| 11               | 3                   | Afghanistan, Ghana, Nicaragua  |
| 12               | 5                   | Burkina Faso, India, Mozambique, Pakistan, Zambia  |
| 13               | 3                   | Kenya, United Republic of Tanzania, Viet Nam   |
| 14               | 2                   | Bangladesh, Ethiopia   |

Source: FTI Secretariat.

The share of aid through sector programmes increased between 1999–2000 and 2004–2005 from 6% to 18%

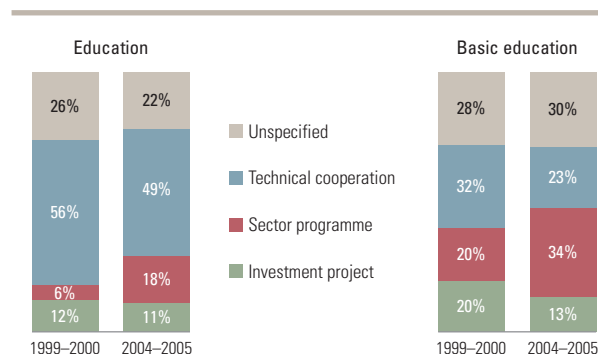
of development activities. The desire for overall sectoral coherence has also had an impact on the adoption of new approaches.

### Declining share of project aid and increasing programme support

One indicator for monitoring the Paris Declaration is the share of aid provided to programmes, rather than to projects. It was determined that by 2010, 66% of aid flows should be in this form. Despite this precise target, the indicator is difficult to measure precisely and the information donors have provided to the OECD-DAC Secretariat is only approximate, particularly for earlier years. However, the reported change in the composition of aid to education in general, and to basic education in particular, between 1999 and 2005 is so substantial as to make quite clear that changes have indeed occurred (Figures 4.16 and 4.17).

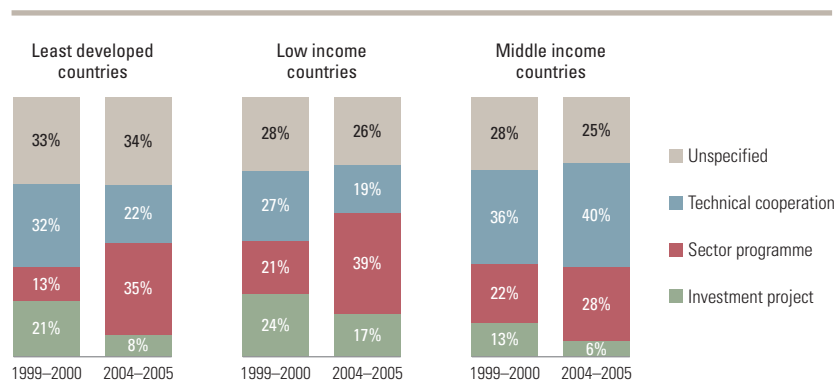
For the education sector as a whole, across all developing countries, the share of aid through sector programmes increased between 1999–2000 and 2004–2005 from 6% to 18%, while that of project aid remained almost constant at 11–12%. For basic education the change was even more substantial: support for sector programmes increased from 20% to 34% and project support fell from 20% to 13%. Sector aid increased from 13% to 35% for the fifty least developed countries and from 21% to 39% for all low income countries. These are significant changes over a period of just five years.

**Figure 4.16: Share of aid commitments to education and to basic education, all countries, by type of aid, 1999–2000 and 2004–2005**



Source: OECD-DAC (2007c).

**Figure 4.17: Share of aid commitments to basic education by type of aid, by income group, 1999–2000 and 2004–2005**



Source: OECD-DAC (2007c).

**Nine bilateral donors put over 20% of their aid in the form of sector support**

Not all donors have adopted the more programmatic aid modalities equally. Again, the data are approximate and depend on how donors report aid, but the multilateral agencies appear to have moved further than the bilateral donors as a group: for the former, 38% of their education aid in 2004–2005 was in the form of sector support, compared to only 14% for the latter. Nevertheless, nine bilateral donors put over 20% of their aid in this form, and for Canada, Denmark, Finland, Norway and Sweden the share was over 40% (OECD-DAC, 2007c).

***Some implications of the new aid modalities for education***

The move to more programme lending is not simply a change in financing modalities. It is part of a broader movement to improve the harmonization and alignment of efforts between donors and between governments and donors. This does not occur automatically. The appropriate conditions must exist within countries for it to be possible to move away from a project focus towards more programmatic support around the sector-wide reforms called for in the Dakar Framework for Action. While there is broad support in principle among donors for the change in focus, there are also differing interpretations of the implications and of the desirable speed for adopting the new modalities. Developing country governments have shown similar differences in viewpoint.

In 2005, the Global Campaign for Education named the Swedish International Development Cooperation Agency (Sida) the premier donor to education in terms of supporting the countries with the largest needs and using local plans and systems as its starting point. An examination of Sida's experiences in shifting towards more programmatic support for aid to basic education is, therefore, particularly useful in highlighting some of the challenges. Sida's current annual report describes the situation in each of the fifteen countries it supports in basic education, in terms of type of funding (project, sector programme, or direct budget support), the degree of interaction with other donors and the relationship with the government, including its ability to meet the requirements of a more programmatic approach (Sida, 2007). Only in Bolivia, Honduras, Mali, Mozambique, Rwanda and the United Republic of Tanzania does Sida provide aid as sectoral or general budget support. In Bangladesh and

Cambodia, specific activities within sector programmes are supported. In the remaining seven countries, support is still provided for individual projects, though in some there are discussions with other donors to improve coordination and harmonization.

The strong involvement of governments in sector programmes in the six countries receiving Sida budget support is made clear, but in several of the other countries there are said to be low levels of government 'ownership' of donor-supported activities and a severe lack of management and planning capacity and accountability. In the Lao People's Democratic Republic, there are differing views within government on the desirability of a sector-wide approach. The lesson here is that even when the donor agency is fully committed to sector-wide programmes and is joined by like-minded donors, this approach does not work automatically – it still requires strong government implementation capacity and support.

The Netherlands has also been at the forefront of introducing changes in aid modalities. It has used budget support and SWAs as the organizing principle for bilateral aid since 1998, with education as a priority sector (Riddell, 2007a). In assessing whether countries are ready for such an approach, the requirements are (a) an effective poverty reduction strategy, which must translate the Millennium Development Goals (MDGs) into national policies and allow for partnerships, including with civil society; (b) effective policy dialogue with the government on improving governance and reducing poverty; and (c) a results-based approach with clearly defined progress indicators for institutional and policy reforms. A recent evaluation of the changed focus since 1998 concluded that:

- the rapid adoption of a uniform approach in the introduction of SWAs outstripped the capacity of recipient-country ministries, and in most countries the institutional infrastructure was inadequate to meet such a drastic change;
- in most cases, the expected increase in ownership in the recipient countries did not materialize;
- in most sectors, the recipient governments have great difficulty in effectively reaching the poor (Netherlands Ministry of Foreign Affairs, 2006).

The United Kingdom's Department for International Development (DFID) has expressed similar reservations in its response to the Paris Declaration (DFID, 2005). Nevertheless, between 2001 and 2006 it extended programme support to poverty reduction programmes to over twenty countries. Countries receiving sectoral budget support for education have included Ethiopia, Ghana, India, Nepal, Rwanda, Viet Nam and Zambia. Key constraints to further aligning aid with government programmes were seen to be a lack of government ownership of the agreed performance assessment framework and insufficient capacity within line ministries. Despite these criticisms, both the Netherlands and British assessments concluded that the problems did not justify returning to earlier types of project aid that preceded the sector-wide approach, though DFID did argue for a mix of aid instruments.

In contrast to the experiences of the donors described above, the United States, while a signatory to the Paris Declaration, has moved more slowly towards a sector-wide approach and budget support for education (except in Iraq, Afghanistan and Egypt), and has often funded and implemented projects in parallel with other ongoing, multidonor-supported operations. This reticence results partly from a desire to work with stakeholders beyond governments and partly from the view that alignment is not synonymous with budget support. It has been suggested that, in addition, results of sectoral programme assistance in the 1990s were viewed as disappointing (Riddell, 2007a).

Among the multilateral donors, the European Commission has systematically been a strong advocate of the new modalities. An overall evaluation of general budget support concluded that 'the EC's conditionalities have not been comprehensively harmonized with national goals and objectives' but that 'the transition to performance-based conditionality is most evident in the education sector' (Schmidt, 2006).

The principles of alignment between governments and donors, and harmonization among donors, are at the centre of the EFA Fast Track Initiative, with its emphasis on endorsement of an education sector plan by donor staff working in the country. As of August 2007, thirty-two countries had had their plans endorsed. The *EFA Global Monitoring Report* has reported on the FTI every year since 2002. In the past year, work has progressed on

improving communications at all levels in order to ensure more inclusive participation and input from all parties. In-country processes such as plan appraisal and endorsement, overall donor coordination and harmonization, and plan monitoring are being strengthened. The task teams established by the FTI indicate that donors have identified some additional priorities: the need for capacity development guidelines to be included within the plan appraisal/endorsement guidelines; fragile states and the need to develop a framework allowing them interim support as they prepare plans for endorsement; HIV/AIDS and the mainstreaming of these issues into FTI processes; and, most recently, the quality of schooling and learning. A recent analysis of the quality of sector plans is generally positive, apart from the areas of data clarity and provisions for monitoring capacity (FTI Secretariat, 2007). It recommends that the FTI should continue to make clear to both governments and local donor staff that processes of sector plan development and endorsement do not automatically lead to allocations from the Catalytic Fund, but rather are part of good practice in general with regard to all sources of aid.

Overall, the actions of many donors suggest that while they support taking a sector-wide approach, they do not as yet see it as a panacea for the existing limitations on aid effectiveness. The approach is not simple to adopt. To make the harmonization and alignment agenda work, aid recipient countries must be fully involved and willing to develop new capacities. Yet, for a variety of reasons, sometimes including the belief that the new modalities are not in their best interest, they often do not meet these requirements.

The new aid modalities for education in the United Republic of Tanzania and Bangladesh have been assessed by using existing evaluations and opinions of donor staff and others working in these countries (Riddell, 2007b). Though by no means representative of all countries in which donors have offered programme support, it does nonetheless provide a diversity of experience to put alongside those of donor agency head offices.

**The United Republic of Tanzania** has been widely portrayed as being at the forefront in implementing the new aid modalities effectively. It was receiving considerable sectoral and general budget support and monitoring the behaviour of donors long before this became part of the commitments in the Paris

**Donors do not as yet see sector-wide approaches as a panacea for limitations on aid effectiveness**

**In 2004, the United Republic of Tanzania had 110 externally supported education projects**

Declaration. Around 50% of all of aid to Tanzania is in the form of direct budget support provided by fourteen donors. An Education Sector Development Plan was prepared in 2000 and a primary education SWAp was implemented and supported by several donors between 2001 and 2005. A secondary education programme began in 2004. An evaluation of the funding arrangements for the primary programme concluded that in spite of the very substantial complications of handling separate flows of funds governed by different regulations, the overall transaction costs for the government had been reduced (Balagun, 2005). However, despite this movement towards harmonization and alignment, in 2004 the country still hosted 110 externally supported education projects averaging under US\$1 million (World Bank, 2006*b*). Reviews of general budget support have generally been positive and pointed to the major expansion of both education and health expenditure (Lawson et al., 2005). They have also reflected the positive views of both the upper levels of government and donors regarding the new approaches.

Besides the expectation that the new aid modalities will lead to improved results through greater country ownership and accountability, donors have also hoped for more, and more effective, policy dialogue. On the ground, however, in-country donor staff and others indicate that the dialogue between government and donors in the education sector remains insubstantial. It is hard to know whether this results from inability of the donor community to respond to Tanzanian-led policy discussions or from reluctance on the part of government representatives, but it is clear that more effective engagement is needed. Similar views have been expressed about poor dialogue in the education sector in Ethiopia, another country having found favour with donors and projected as a success in adopting the new aid modalities (Yizengaw, 2006). Five years from now in countries such as these, the application of the new modalities may be viewed as having supported the necessary expansion of the education system but as having been less successful in encouraging the search for solutions to the difficult issues of quality, sustainability and adaptability.

**Bangladesh** is a very different case from the United Republic of Tanzania in terms of the new modalities. Budget support is around 17% of total foreign assistance and several donors are attempting to align their support around the poverty

reduction strategy. The World Bank, the Asian Development Bank, DFID and the Japanese aid agency JICA have adopted a joint results framework. However, the realities of weak governance and public financial management mean that while many donors are moving towards more programme aid, they are doing so in ways that mitigate risk and often involve complicated funding flows.

In the education sector a SWAp covering formal primary education has been developed, while non-formal education is supported by some of the same donors but in a separate arrangement. In addition, there is a large donor-supported project aimed at reaching out-of-school children. Evaluations of the first Primary Education Development Programme (PEDP), which was planned as an umbrella programme of twenty-seven discrete projects supported by ten donors, suggest that outcomes were limited and that government-donor coordination was poor. A second PEDP running from 2003 to 2009 is supported through a pooled fund (though with multiple bank accounts) contributed to by the Asian Development Bank, IDA, the European Commission and the Canadian, Netherlands, Norwegian and Swedish governments, together with separate financing from Australia, Japan and UNICEF. Donors have signed a code of conduct and those outside the pooled fund are committed to minimizing duplication of documentation and demands on government counterparts' time. Yet issues remain. A working party of donors was formed in 2006 in response to perceived problems of coordination and consultation (Netherlands Ministry of Foreign Affairs, 2006). In-country aid agency staff suggest that the aims of the Paris Declaration have been addressed only at a high level of government and have not percolated down through the ministries. There is no monitoring of donors, as occurs in the United Republic of Tanzania, nor is there any government-led management or coordination of capacity development efforts in spite of the prevalence of these programmes. Staff also contend that the notion of a SWAp in primary education was basically thrust upon the government by donors, resulting in continuing tendencies to 'projectize' the programme and allow various funding modalities. Finally, as with the Tanzanian and Ethiopian experiences, there appears to be little substantive policy dialogue in areas such as education quality.

The response to the call at Dakar for donors to coordinate their efforts around sector-wide reforms and policies has been positive, as the increased share of education aid demonstrates. However, the experiences and evaluations of a small number of donor agencies at the forefront of this movement, and the country case studies indicate that adoption of a programmatic approach is not without difficulties and that several conditions need to be met for it to be effective. Among these are: (a) a well-prepared sector or subsector plan to which the government is committed; (b) the ability of the education sector to obtain the required backing of key ministries such as those dealing with finance and personnel; (c) a solid system of public financial management that is accountable and transparent; (d) broad support from multiple stakeholders who through their own actions can support or hinder the progress of the plan; (e) an interest and ability on the part of government enabling it to carefully monitor change in the sector and to react appropriately, and, generally; (f) capacity at all levels of policy-making and service delivery to ensure that decisions are made and carried through effectively.

To the extent that these and other necessary conditions are lacking, direct sectoral or general budget support will not be effective.<sup>15</sup> The donors, in turn, whether within or outside a group providing general financial support to the sector programme, need to ensure that, in all their dealings with the government and other donors, the principles of harmonization and alignment are adhered to and that their own actions do not distort government priorities. Finally, even where many of the issues of harmonization and alignment are being dealt with formally, the nature of the obstacles surrounding dialogue between government and donors is not always sufficiently assessed on both sides.

### The impact of aid on basic education

Responding to the Dakar Framework and other calls to increase aid for the expansion and development of basic education in developing countries, donors provided a total of US\$21 billion in ODA for this level between 2000 and 2005. There is a general expectation that if donors provide the aid, the coverage and quality of basic education in receiving countries will improve. This is not necessarily the case. The receiving government may reduce its own allocation for education and direct more funds to sectors not receiving aid, or

it may allocate less of its education budget to basic education and more to levels that do not receive aid; aid-assisted expansion of public education may lead to reduction in private sector enrolments or in families' purchases of school materials, so that neither total enrolment nor overall expenditure increases; and aid may not be used in the areas for which it was provided or it may be ineffective.

Assessing the impact of aid on basic education is part of a wider discussion of the overall impact of aid on economic and social development. To this question there is a broad range of answers, from very little impact to substantial impact. As R. C. Riddell (2007) notes, 'most disputes about the impact of aid can be traced back to two sources: evidence and methods of assessment' (p. 165). Both of these are minefields. Nevertheless, the need for additional aid is a central element of the Dakar Framework for Action, global advocacy groups are calling for additional aid for basic education, and both donors and recipient governments act as if they accept as a given that aid is indeed effective. The question of what impact aid has on basic education and the movement towards the EFA goals must, therefore, be addressed.

#### *Quantitative assessments show small but positive effects*

Over the past two decades, many attempts have been made to assess empirically the impact of aid on economic development. The methods range from case studies of a single project to cross-country regression analysis of the impact of total aid flows. Despite their large number and their variety, these studies are inconclusive. Some find an unambiguously positive relationship between aid and economic development (Clemens et al., 2004; Dalgaard et al., 2004; Hansen and Tarp, 2001; Roodman, 2004), others find no relationship (Boone, 1996; Easterly, 2001, 2002, 2003, 2006), while a third set of studies concludes that the effect depends on the quality of institutions and policies (Burnside and Dollar, 2000). The emerging picture is that aid can have a positive impact on development but the link is very fragile and whether assessments are positive or negative depends critically on the choice of data and estimation methods.

Some recent work has focused on sectors, including education, rather than on economic development as a whole. Studies by Michaelowa (2004) and by Michaelowa and Weber (2007b) found

**Assessing the impact of aid on basic education is part of a wider discussion of the overall impact of aid on economic and social development**

15. It is ironic that the conditions necessary for successful sectoral or general budget support exist more commonly in middle income countries while these forms of aid are more common in low income countries.

One explanation of the disappointing results of most aid effectiveness studies is that aid is misallocated

a positive impact of aid on the education sector, including on primary completion rates. Their results suggest that, on average, an increase in aid to education by 1% of a recipient country's GDP is associated with an increase in primary completion rates of 1.6 percentage points per year. However, this effect is very small given that total aid to education as a share of GDP is rarely above 0.5%. In addition, the coefficients are sensitive to alternative specifications of the model. Dreher et al. (2006) examined the overall effect of aid to education over several decades. Their main explanatory variables were, again, aid to the education sector and overall domestic spending on education. The results suggest that, on average, increasing aid to education by 1% of a recipient country's GDP increases the primary net enrolment ratio by 2.5 to 5 percentage points.

A major drawback of these studies is that they do not disaggregate aid to education by level. Yet, it is likely that aid to tertiary education has little impact on primary completion rates. Michaelowa and Weber (2007a) differentiate between aid flows to primary, secondary and tertiary education. Their results provide some evidence of a small positive effect of aid at each level. According to the most optimistic result, increasing aid to any level of education by 1% of a recipient country's GDP improves completion rates by a maximum of 2.5 percentage points. As in previous studies, the estimated effects are small. In addition, for primary and secondary education, the authors find some evidence of diminishing returns to aid. Consistent with the literature on the impact of aggregate amounts of aid, some studies of aid to education also suggest considerable differences in effectiveness depending on the quality of political governance. Weber's (2006) results imply that with poor governance, the impact of aid to education may even be negative. Overall, the results of quantitative studies suggest that the impact of aid on primary education is positive, but small, and often with low statistical significance.

One explanation of the disappointing results of most aid effectiveness studies is that aid is misallocated. Thiele et al. (2006) assess the extent to which donors have prioritized aid in line with the MDGs. They find that while some MDGs, such as that for HIV/AIDS, have shaped aid allocation, a considerable gap exists between donor rhetoric and actual aid allocation with respect to other MDGs, most notably that for primary education. The simple

analyses of the relationship between aid to education and 'need' presented earlier support this argument. Another possible factor reducing the impact of aid on basic education is how aid affects recipient governments' own spending on education. Governments may reduce the amount they allocate to education to below what they would otherwise have spent and allocate more to sectors without aid, or reduce efforts to increase domestic revenue. This issue of fungibility has often been studied in the literature on aid and development but rarely as regards the education sector.<sup>16</sup>

**Qualitative assessments and case studies reveal institutional weaknesses**

Another approach to assessing the impact of aid, more widespread than quantitative cross-country studies, is broad assessment of a donor agency's aid programme or of a large donor-supported programme.

The World Bank Independent Evaluation Group (2006b) evaluated the Bank's support to primary education between 1990 and 2005. The evaluation was not a quantitative one in the sense of those discussed above, but relied on a review of documents from over 700 IDA and IBRD projects. The objectives almost universally cited in these projects were to improve sector management and to increase the quality of education through increases in inputs. In addition, expanding enrolments, increasing equity and increasing internal efficiency were cited as objectives in around two-thirds of projects, with explicit reference to improved learning outcomes in just one-fifth.

World Bank-supported projects are self-evaluated. Ratings are assigned for outcomes in relation to objectives, sustainability and impact on institutional development. In terms of meeting objectives, primary education projects rated higher than all education projects and projects across all sectors combined. However, only around 60% of them were rated as likely to be sustainable. More worrying is that only 25% were judged to have had a substantial impact on institutional development across the sector, compared with 46% of all education projects and 36% of all Bank-supported projects. For projects completed since 2000 the rating improved to 38%, but it is clear that even the largest donor to the education sector has not succeeded in encouraging the implementation of effective capacity-development programmes. Other conclusions were that: management objectives

16. A recent cross-country analysis of changes in aid disbursements and changes in total public expenditure in health across fifty-six low income countries shows a statistically significant relationship, though the effect is small. 'Although donors earmark 17% of aid to health the increase in health spending generated by an increase in aid is far less than this' (High Level Forum on Health MDGs, 2005, pp. 16–17).



had often been overambitious and insufficiently grounded in institutional-political analysis; attempts to increase internal efficiency had been underemphasized even in countries with very poor records and, where there had been attempts, they had not been effective; efforts to build capacity within education management systems in projects had been fragmented and largely ineffective; and decentralization of education management had been widely supported without any assessment of its effects on access and quality.

Prior to 1990, only 10% of lending by the Asian Development Bank (ADB) to the education sector was for basic education. The share rose to 41% during the 1990s and to 72% between 2000 and 2005. As part of its 2006 Annual Evaluation Review, the ADB compared the design and implementation of thirty-two education projects to internally assessed outcomes to try to identify which factors led to projects being 'highly successful', 'successful' or 'partly successful' (Asian Development Bank, 2006). The projects rated as only partly successful tended to be large and complex, have lower institutional readiness as reflected in a delayed start-up, not use a participatory approach for design and implementation, and not be implemented in a context where government counterpart funding for teacher salaries, textbooks and so on was always available. Three important factors behind the highly successful projects were also identified: they were part of a series of projects with consistent ADB involvement over a long period; participatory approaches were used for design and implementation, and to build alliances and develop shared ownership; and government counterpart funds were available.

Sida's approach to reporting on its aid to basic education in sixteen countries is to comment on the overall development of the subsector in each country (Sida, 2007). This is very much in line with the agency's declared aim of moving away from projects and towards support for sector-wide programmes, and its adoption of the Paris Declaration agenda as described earlier. The main challenges that Sida identified for itself, and for the countries whose basic education it supports, are to improve the quality of education and learning outcomes; find the right balance between early childhood care and education, primary education, secondary education and adult education; minimize the risk of a reduced focus on content and issues within the education sector in the shift from project

to sector and budget support; and increase the focus on monitoring and assessment.

Recent evaluations have also looked at how the IMF's relationship with developing countries affects their education systems. Marphatia et al. (2007), Oxfam (2007) and others argue that the IMF promotes agreements with governments that overly restrict government spending, including on education and health, as a result of a too conservative view of what is necessary for macroeconomic stability (low inflation and low fiscal deficit levels), which effectively limits the size of the government budget and results in overly cautious forecasts of the potential increases in aid. Linked to this they argue that ceilings on government wage bills restrict the required expansion of the teaching force. The Independent Evaluation Office of the IMF and the Center for Global Development, which recently separately evaluated the impact of IMF programmes on government spending, concluded that criticisms such as these had some validity and recommended several ways the IMF could be less systematically cautious and more constructive and helpful to governments in setting out feasible options for the expansion of public expenditure (IMF Independent Evaluation Office, 2007; Center for Global Development, 2007).

#### ***Cautious optimism about the impact of the new education aid modalities***

Some of the first education SWAs were developed in the late 1990s in sub-Saharan Africa and extended to South Asia, Latin America and East Asia. In some countries, education SWAs led to general budget support, particularly in countries with poverty reduction strategies that recognized the education sector as a priority. In other countries, development agencies went directly into general budget support. Two levels of impact are hoped for from the extensive use of SWAs and direct budget support: on the goals of the education sector strategies themselves and on the intermediary processes regarded as necessary to reach those goals, such as planning, management, resource allocation, disbursement, implementation and accounting.

Riddell's (2007a) survey of donor staff dealing with education SWAs and budget support suggests that SWAs are beginning to deliver in terms of growth in access to education, improved morale with the flow of money into schools for learning materials and improved ability of governments to pay

**Recent evaluations have looked at how the IMF's relationship with developing countries affects their education systems**

teachers' salaries. However, problems of raising the quality of education and of high dropout and repetition rates remain, suggesting a need for continuous focus on process as well as results. Other achievements noted by staff were greater coherence of donor support to education through, for instance, agreements governing pooled funding, increased ownership of programmes by ministries of education and improved audits of fund flow and implementation capacity. A Netherlands government evaluation of SWAps also pointed to gains in the expansion of education systems that have occurred alongside increases in sector-wide programmes, but expressed qualifications: 'When measuring impact, however, it is the quality of the interventions that is important, i.e. institutional development, capacity building and regulation, factors which cannot be improved through funding alone.' (Netherlands Ministry of Foreign Affairs, 2006).

## What progress within the Framework for Action?

This final section broadly summarizes progress since 2000 in implementing the financial strategies advocated in the Dakar Framework for Action.

*(i) Governments must allocate sufficient resources to all components of basic education. This will require increasing the share of national income and budgets allocated to education, and, within that, to basic education. EFA will need resources from other parts of society.*

The picture overall is mixed but with some important areas of progress. Out of 105 countries outside North America and Western Europe, twenty-six spent 6% or more of GNP on education in 2005 while twenty-four spent 3% or less. Sub-Saharan Africa, and Latin America and the Caribbean had the highest median shares, 5.0% each. South and West Asia lagged with 3.6%. Sub-Saharan Africa and the Arab States are the developing-country regions allocating the highest shares of total public expenditure to education.

Between 1999 and 2005, the share of education expenditure in GNP increased in fifty countries outside North America and Western Europe and decreased in thirty-four. Across a sample of twenty-four sub-Saharan African countries the share increased in eighteen.

Almost half of education expenditure in the least developed countries is for primary education, compared with around 34% in middle income countries and 25% in high income countries. Information on the change in public expenditure on primary education between 1999 and 2005 is limited to nineteen developing countries and is very mixed.

Of the components of basic education covered in the EFA goals, primary education receives almost all the available public funding. Adult literacy and early childhood programmes are, largely, neglected.

While many countries do not now charge tuition fees for public primary schools, the overall financing of basic education continues to rely heavily on households, which often pay up to one-quarter of direct costs, plus bearing the indirect costs. These fall proportionately more on the poor and are an obstacle to further expanding access to schooling.

*(ii) Resources need to be used with much greater efficiency and integrity. Corruption is a major drain. Civil society needs to be enabled to be part of transparent and accountable budgeting systems.*

Many individual governments have installed expenditure tracking systems and other procedures to reduce opportunities for directing financial resources away from schools and other institutions, and to ensure that other resources (such as teachers) are deployed in situations where they will be most efficient and effective. It is not, however, possible to report overall trends in efficiency and integrity of resource use since 2000. There is evidence of governments and civil society organizations working together, often in innovative ways, to improve the transparency and accountability of budgeted expenditure but, again, progress is difficult to measure universally. Surveys reporting public perceptions of high levels of corruption in the education sector are indicative of continuing problems in this area. These issues, and more generally the governance of education systems, will be dealt with in more detail in the 2009 Report.

*(iii) International development agencies need to allocate a larger part of their resources to support primary and other forms of basic education. Challenges are greatest in sub-*

The picture overall is mixed but with some important areas of progress

*Saharan Africa, South Asia, and among least developed countries and those emerging from conflict. Higher priority should be given to debt relief linked to poverty reduction programmes.*

Aid to education increased between 2000 and 2004 by 65% before falling back somewhat in 2005; aid to basic education increased by 90% before a similar fall-back. However, the Framework focuses on education's *share* of aid. Within aid allocated directly to sectors, education's share remained constant at 13% across all developing countries, and increased from 14% to 16% for the least developed countries. The share of education aid going to basic education increased from 40% to 46% across all developing countries, and from 52% to 59% for the least developed countries.

With respect to geographical allocation, sub-Saharan Africa continues to receive the largest share of aid to education and to basic education (30% and 34% respectively in 2004–2005). South and West Asia received a large increase in the share for basic education, from 16% in 1999–2000 to 31% in 2004–2005. The share of aid to basic education targeted to low-income countries increased from around 65% to 71% over the same period.

Debt relief for the thirty countries, potentially forty, that have become or are becoming qualified by preparing a poverty reduction strategy (among other requirements) has been broadened from bilateral debt to include also debt owed to the IMF, IDA and the African and Inter-American Development Banks.

*(iv) Funding agencies should coordinate their efforts around sector-wide reforms and sector policies, and make longer term and more predictable commitments.*

Since 2000 the movement to improve the effectiveness of all aid through greater harmonization between donors and alignment between donors and governments has accelerated, and the 2005 Paris Declaration concretized it. One consequence has been the growing support of multiple donors for sector-wide programmes with sectoral budget support, such as for education or basic education. Across least developed countries, the share of total aid for basic education in the form of sectoral support increased from 13% to 35% and is now much higher than the share for individual projects.

The Fast Track Initiative, proposed at Dakar and established in 2002, has taken up seriously the proposal that aid should be coordinated around sector-wide reforms and policies. Plan endorsement by in-country donor staff encourages alignment and harmonization across all sources of aid in addition to that from the FTI's own Catalytic Fund. By end August 2007, education sector plans of thirty-two countries had been endorsed.

As yet, there has been little concrete success in designing longer-term, more predictable aid in general, or for basic education. Potential improvements may exist through the European Commission's consideration of long-term MDG contracts, the United Kingdom's call for ten-year education plans in sub-Saharan African countries and the future development of the FTI Catalytic Fund.

The final part of the Framework dealing with the financing of EFA states that:

*(v) No countries seriously committed to Education for All will be thwarted in their achievement of this goal by lack of resources. Keys to releasing resources will be evidence of political commitment and effective consultation with civil society in developing, implementing and monitoring EFA plans.*

Global trends in domestic expenditure on education, and changes in both the level and distribution of external aid for basic education, are positive. In each case, though, there are two provisos. The trends are not always very strong, and significant variations exist among countries and, in the case of aid, among donors. In the area of domestic education expenditure, while the data on basic education are too limited to draw any conclusions, measures of total education expenditure have on the whole been increasing, particularly for most countries in sub-Saharan Africa and for low-income countries overall.

The second 'key' to releasing increased aid for EFA is effective consultation with civil society. Although no comprehensive review yet exists, certain patterns are beginning to emerge (Mundy, 2006). There have been dramatic shifts in both government and donor policies towards civil society organizations. Education sector policies in almost every country now call for some form of partnership between government and these organizations.

**Global trends in domestic expenditure on education, and changes in both the level and distribution of external aid for basic education, are positive**

Some countries and donors have approached the compact made at Dakar within the framework of the FTI

In addition, in contrast to the 1990s, the notion of partnership refers less to the expansion of a service delivery role and more to the importance of civil society participation in the formulation of national education sector policies. Donor organizations increasingly refer to the role civil society can play in holding governments accountable.

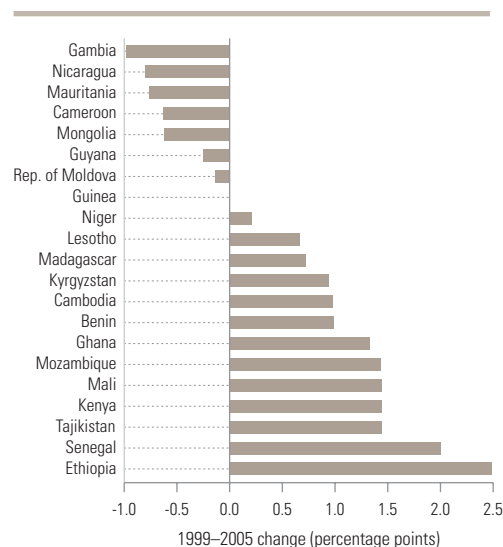
On the other hand, the new call for partnership is not always straightforward. Governments clearly seek ways to manage and sometimes limit civil society participation in policy deliberations and to use organizations to legitimize rather than to influence the content of sector plans. Tensions and challenges arise particularly out of the dual advocacy/service-delivery role now expected from civil society organizations.

The report card for donors is mixed. Overall, aid for basic education has been increasing and has been marginally better targeted to low-income countries. The doubling of aid by some donors is impressive. Yet, in spite of the increase, aid to basic education represents only 6% of sector-allocable aid and one-third of the DAC donors have actually reduced aid to basic education since 1999–2000.

The message from Dakar was that if a government demonstrated commitment to basic education, donors would respond. A country-by-country assessment of the extent to which this has occurred is limited, as the contribution of aid to total expenditure on education in 1999 and 2005 is known for only twenty-one least developed countries. For this group the share of aid in total expenditure in both years was 11%, showing that increases in aid closely kept pace with increases in domestic expenditure. However, it is clear that the situation regarding domestic expenditure on education and the amounts of aid received vary greatly by country.

Some countries and donors have approached the compact made at Dakar within the framework of the FTI. As of August 2007, thirty-two countries had developed education sector plans that local donor representatives had endorsed. Not all low-income countries have adopted this route for attracting more aid; for instance, large countries such as Bangladesh, India and Pakistan have not. However, many countries in sub-Saharan Africa and Central America have joined the FTI. While no causal relationships can be drawn between being an endorsed FTI country and having increased the

**Figure 4.18: Changes in the share of GNP devoted to education in twenty-one FTI-endorsed countries, 1999–2005**



Source: Annex, Statistical Table 11.

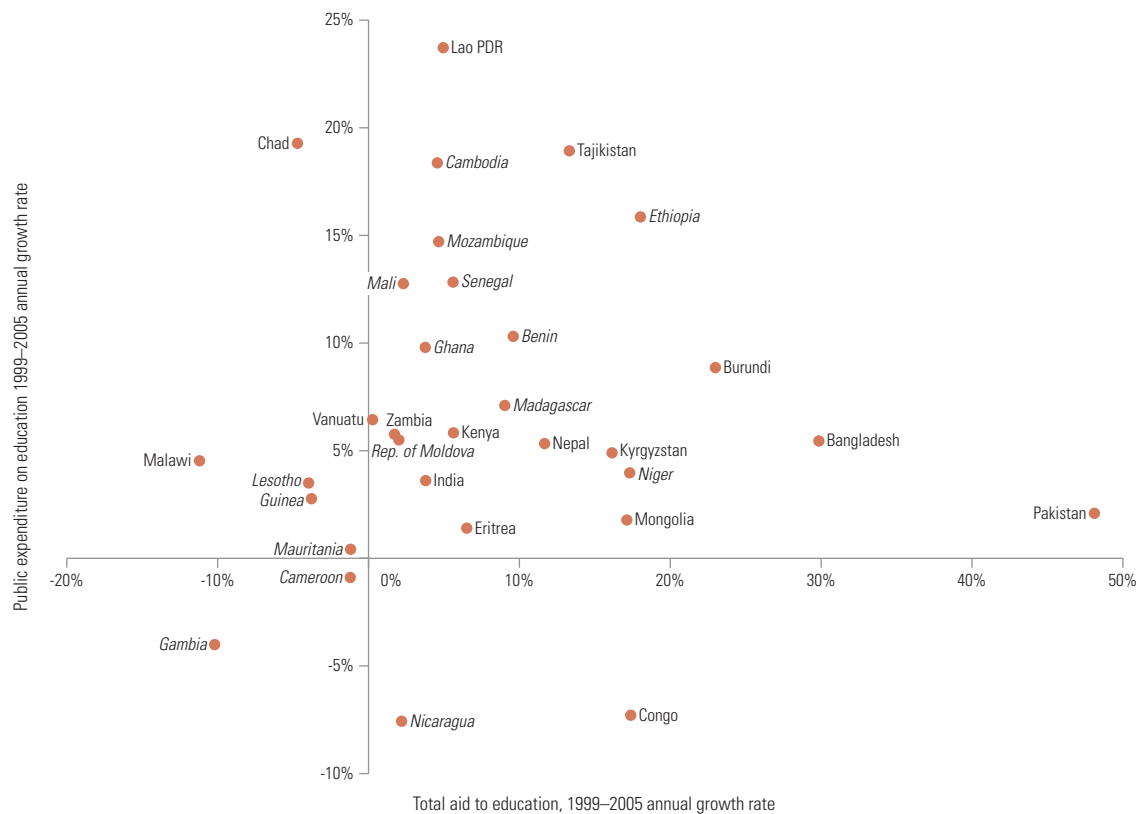
priority for education sector domestic funding, it is interesting to see what happened to funding for education in these FTI countries between 1999 and 2005. Data are available for twenty-one of the thirty-two countries (Figure 4.18).

The share of education in GNP increased in fourteen of these countries and fell in seven. Of the former group, the increase was equal to 1% of GNP or more in nine countries. Of the seven countries where the share fell, it did so by more than 1% in only one case. However, it is somewhat surprising that the share would fall in any of these countries.

Figure 4.19 compares annual growth rates in domestic expenditure on education in thirty-two low-income countries with annual growth rates in aid to education between 1999 and 2005, to assess whether increased domestic spending has moved broadly in tandem with higher aid growth rates. While there is no necessarily causal effect and there are several outliers, this appears to be the case in most countries, particularly those with endorsed FTI plans, providing some tentative support to the notion that external financial resources, while still very limited, are beginning to move in the direction anticipated at Dakar.

Since 2000 there has been a global acceleration in financial commitments made to EFA by both

Figure 4.19: Annual growth rates of domestic expenditure and aid for education in thirty-two low income countries, 1999–2005



Many developing countries governments and civil society are becoming increasingly proficient in preparing plans and strategies for achieving education development

Note: Countries in italics had their plan endorsed by August 2007.

Sources: OECD-DAC (2007c); UIS database.

national governments and donors, but with a great deal of variation. In some countries, governments and donors have adopted new and more effective ways of working together, though in others the necessary conditions do not yet exist. Nonetheless, many poor countries have shown that it is possible to increase the priority given to education in the allocation of resources and donors have begun to respond in general, if not unanimously. The first third of the period between the Dakar meeting in 2000 and the EFA deadline of 2015, however, may have been the easy part. Many developing country governments, with civil society, are becoming increasingly proficient in preparing plans and strategies for achieving education development, and more capable of implementing them. Yet there are still other countries where governments are not fully functional and the capacity to generate domestic resources and implement policy is low. Governments and donors in both groups face challenges. For the first set of countries the key issue is to respond fully

to remaining financial needs. For the second, it is to ensure that populations are not left further behind. Chapter 5 looks in more detail at these challenges.



Break time in a school located in a slum area, Yemen.







## Chapter 5

# The way forward

As we move beyond the midway point from Dakar to 2015, key questions arise. How can we maintain the recent positive primary school enrolment and completion trends? What about the slower progress towards achieving the goals for early childhood, youth and adults, and quality education for all? What about literacy, the most neglected of the EFA goals? And the missed gender parity goal? With just eight years remaining to achieve EFA, will we make it? What can be done to accelerate the movement, to increase aid and target it better? How can governments and actors at every level sustain the effort to fulfil the Dakar commitments, especially for the most poor, disadvantaged and vulnerable? This concluding chapter addresses these and other questions. It proposes an agenda for the way forward and suggests some of the roles various stakeholders should play if we are to meet our obligations to present and future generations.

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## Introduction

Chapters 2 to 4 discuss developments relevant to Education for All that have taken place since 2000. This concluding chapter examines education indicators and financing issues to determine if EFA is on track to being realized by 2015. It then proposes the elements of a policy agenda for governments, for civil society organizations and for international agencies and donors to accelerate these trends, focusing on neglected goals and on countries that are lagging behind global progress towards EFA, and taking account of the changes in the global environment since Dakar that are discussed in Chapter 1.

## Trends and prospects for 2015

The period from 1999 to 2005, as chapter 2 showed, was one of sharp growth in enrolment at both primary and secondary level, with some reduction in the gender gap and in socio-economic disparities. Especially impressive was performance in countries of sub-Saharan Africa, and South and West Asia, the two regions whose situation was noted at the Dakar World Education Forum as being of particular concern. Yet, a majority of countries missed the gender parity goal fixed for 2005, the poor quality of education is becoming a major issue worldwide and the goals pertaining to young children and to youth and adults have been relatively neglected, particularly as regards adult literacy. This section examines the implications of these trends for the achievement of EFA goals in the near future.

For the three goals that have an explicit quantitative target – goal 2 (universalization of primary education), goal 4 (reduction by half in the level of adult illiteracy) and goal 5 (elimination of gender disparities in primary and secondary education) – relevant education indicators were projected to 2015 and 2025,<sup>1</sup> extrapolating trends observed in each country between the early 1990s and 2005.<sup>2</sup> It is important to note that these are extrapolations of past trends, rather than forecasts: they make no attempt to simulate the impact of education policy alternatives on education indicators and thus may not reflect the impact of recently implemented education policies. What they show is

1. Goal 4 was projected only to 2015.

2. The years vary for each indicator according to data availability.

whether the continuation of ongoing trends is consistent with the achievement by a given country of a given goal by 2015 or 2025.<sup>3</sup> As such, these projections are a useful monitoring tool and provide an early warning of the consequences of maintaining current rates of progress.

### Goal 1: early childhood care and education

ECCE is receiving increasing attention, but much remains to be done. Even without projections, it is evident on present trends that participation rates will remain relatively low to 2015:

- in all developing country regions except Latin America and the Caribbean, and especially in sub-Saharan Africa and the Arab States;
- among children under 3, for whom there is much less provision than for those aged 3 and over despite increases in pre-primary schooling;
- among the poor and disadvantaged, who stand to benefit relatively the most from ECCE programmes.

### Goal 2: universal primary education

The likelihood that countries will achieve universal primary education (UPE) by 2015 or 2025 was assessed using the total primary net enrolment ratio (TNER), which takes into account children of primary school age enrolled in either primary or secondary school but, of course, does not reflect learning but only enrolment. Table 5.1 shows the most recent situation and prospects for the achievement of this goal by 2015 for the 149 countries having sufficient data. Of these, 63 (42%) had already achieved universal primary enrolment by 2005, with a TNER of 97% and above. These include a large number of OECD countries where compulsory and usually free public education has been long established and rigorously enforced, but also a number of developing countries as diverse as Bangladesh, Cambodia, Egypt, Indonesia and Peru.

Trend projections were run for the remaining 86 countries.<sup>4</sup> Table 5.1 summarizes the results by classifying countries according to how far they were from universal primary enrolment in 2005 (TNER below or above 80% in 2005) and whether they are projected to achieve it by 2015 (projected 2015 TNER below or above 97%):

- Twenty-eight countries (Quadrant I) have a high chance of achieving universal primary enrolment by 2015, as their 2005 ratio is above 80% and their projected 2015 ratio is above 97%. They include mostly middle income countries of Central and Eastern Europe, and Latin America, but also several low-income sub-Saharan African countries, some Arab States and India.
- Seventeen countries (Quadrant II) are making rapid progress but have a low chance of achieving the goal by 2015, mainly because they still have a very low TNER (below 80%). They include thirteen sub-Saharan African countries, Pakistan, Saudi Arabia and Yemen. Some of these countries, including Ghana, Kenya, Mozambique and Yemen, have abolished tuition fees in recent years. As the vertical arrow in Table 5.1 indicates, six of the seventeen countries are projected to reach universal primary enrolment by 2025.
- Thirty-three countries (Quadrant III) are at risk of not achieving universal primary enrolment by 2015 because, while their enrolment ratio was relatively high in 2005, it has progressed very slowly or declined, particularly since 1999. They include several former Soviet republics; some countries severely affected by the HIV/AIDS pandemic (South Africa, Swaziland, Zimbabwe) and by conflict (Iraq, Palestinian Autonomous Territories); and others that have relatively well-developed school systems but have seen their TNER declining over the past few years (Cape Verde, the Dominican Republic, Jordan, Turkey). However, seven of the thirty-three countries are likely to achieve universal primary enrolment by 2025 (horizontal arrow in Table 5.1).
- Eight countries (Quadrant IV) located in sub-Saharan Africa and the Arab States are at serious risk of not achieving universal primary enrolment by 2015, as they combine low TNERs in 2005 with slow positive or even negative change, particularly between 1999 and 2005. These countries stand in contrast with those of the same regions that have made quick progress since Dakar (Quadrant II), and they deserve specific attention.

To summarize, of the 149 countries for which sufficient information is available:

**Forty-one countries are at risk of not achieving universal primary enrolment by 2015**

3. The projections of universal primary enrolment and gender parity were run for the *EFA Global Monitoring Report* by the Education Policy and Data Center. See the annex for a discussion of the projection methodology and Education Policy and Data Center (2007a) for the complete results. The projections of adult literacy were run by the UNESCO Institute for Statistics.

4. Countries were included in the projections if at least five observations were available between 1999 and 2005.

Table 5.1: Country prospects for achieving universal primary enrolment by 2015

| Goal achieved by 2005<br>(total NER ≥97%)<br>63 countries  |  |   |  |    |
|--|--|---|--|----|
| Algeria, Argentina, Aruba, Australia, Austria, Bahrain, Bangladesh, Barbados, Belgium, Belize, Bermuda, British Virgin Islands, Brunei Darussalam, Cambodia, Canada, Cuba, Cyprus, Denmark, Ecuador, Egypt, Estonia, Fiji, Finland, France, Greece, Iceland, Indonesia, Ireland, Israel, Italy, Japan, Kazakhstan, Kiribati, Luxembourg, Mexico, Montserrat, Netherlands, New Zealand, Norway, Panama, Peru, Poland, Portugal, Qatar, Republic of Korea, Saint Lucia, Samoa, Sao Tome and Principe, Serbia and Montenegro, Seychelles, Slovenia, Spain, Sri Lanka, Sweden, Switzerland, Syrian Arab Republic, Tajikistan, TFYR Macedonia, Timor-Leste, Tonga, Tunisia, United Kingdom, United Republic of Tanzania |  |   |  |    |
| Distance from 100% total primary NER in 2005   | Close or in intermediate position<br>(total NER: 80–96%)             | <div>QUADRANT I<br/>High chance of achieving the goal by 2015<br/>(moving towards the goal, with steady progress)<br/>28 countries<br/>Belarus, Benin, Bolivia, Brazil, Bulgaria, Colombia, El Salvador, Georgia, Guatemala, Hungary, India, Islamic Republic of Iran, Kuwait, Kyrgyzstan, Lebanon, Lesotho, Madagascar, Malawi, Morocco, Myanmar, Nicaragua, Philippines, Romania, Russian Federation, Ukraine, Vanuatu, Venezuela, Zambia</div> <div>Moving from Quadrant II in 2015 to Quadrant I in 2025<br/>Ethiopia, Gambia, Guinea, Kenya, Mozambique, Yemen</div> | <div>QUADRANT III<br/>At risk of not achieving the goal by 2015<br/>(moving away from the goal or progress too slow)<br/>33 countries<br/>Albania, Anguilla, Armenia, Azerbaijan, Bahamas, Botswana, Cape Verde, Cayman Islands, Croatia, Dominica, Dominican Republic, Equatorial Guinea, Grenada, Iraq, Jamaica, Jordan, Lao People’s Democratic Republic, Lithuania, Macao (China), Malaysia, Malta, Mauritius, Mongolia, Palestinian Autonomous Territories, Republic of Moldova, Saint Vincent and the Grenadines, South Africa, Swaziland, Togo, Trinidad and Tobago, Turkey, Viet Nam, Zimbabwe</div> <div>Moving from Quadrant III in 2015 to Quadrant I in 2025<br/>Botswana, Croatia, Iraq, Lao People’s Democratic Republic, Macao (China), Mauritius, Palestinian Autonomous Territories</div> | 61 |
|  |  | <div>QUADRANT II<br/>Low chance of achieving the goal by 2015<br/>(moving towards the goal, with rapid progress)<br/>17 countries<br/>Burkina Faso, Burundi, Chad, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Kenya, Mali, Mauritania, Mozambique, Niger, Pakistan, Saudi Arabia, Senegal, Yemen</div>   | <div>QUADRANT IV<br/>Serious risk of not achieving the goal by 2015<br/>(moving away from the goal or progress too slow)<br/>8 countries<br/>Côte d’Ivoire, Djibouti, Maldives, Namibia, Nigeria, Oman, Rwanda, United Arab Emirates</div>   | 25 |
|  | Total  | 45  | 41   | 86 |
|  |  | On track  | Off track  |    |
|  | Total primary NER projected for 2015, extrapolating 1991–2005 trends |   |  |    |

| Not included in the prospects analysis<br>(insufficient or no data)<br>54 countries  |  |
|--|--|
| Afghanistan, Andorra, Angola, Antigua and Barbuda, Bhutan, Bosnia and Herzegovina, Cameroon, Central African Republic, Chile, China, Comoros, Congo, Cook Islands, Costa Rica, Czech Republic, Democratic People's Republic of Korea, Democratic Republic of the Congo, Gabon, Germany, Guinea-Bissau, Guyana, Haiti, Honduras, Latvia, Liberia, Libyan Arab Jamahiriya, Marshall Islands, Micronesia, Monaco, Nauru, Nepal, Netherlands Antilles, Niue, Palau, Papua New Guinea, Paraguay, Saint Kitts and Nevis, San Marino, Sierra Leone, Singapore, Slovakia, Solomon Islands, Somalia, Sudan, Suriname, Thailand, Tokelau, Turkmenistan, Turks and Caicos Islands, Tuvalu, Uganda, United States, Uruguay, Uzbekistan |  |

- Sixty-three countries had achieved universal primary enrolment by 2005 and twenty-eight will achieve it by 2015.
- Fifty-eight (eleven of them fragile states<sup>5</sup>) will not achieve universal primary enrolment by 2015 if past trends continue.
- Forty-five (seven of them fragile<sup>6</sup>) of the fifty-eight countries will not even achieve universal primary enrolment by 2025 unless recent positive trends accelerate or negative ones are reversed.

Finally, owing to lack of data, projections could not be run for fifty-four countries. Among these are thirteen low-income countries, twelve of them fragile states, that have been identified as having low levels of education development.<sup>7</sup> The challenge of achieving universal primary enrolment is likely to be particularly difficult in these countries.

### Goal 3: learning needs of young people and adults

Most countries have yet to seriously address the challenging tasks that EFA goal 3 entails: meeting the diverse learning needs of young people and adults through organized programmes of education, training and the building of basic skills, life skills and livelihood skills. This is of particular concern as the youth and adult populations in sub-Saharan Africa and in South and West Asia will continue to grow in coming decades (UN Population Division, 2007). These are also the two regions with the lowest adult literacy rates and highest numbers of out-of-school children.

Given the understandable pressure to extend the cycle of basic education in schools and to expand secondary education, there is a clear risk of the disparities between formal and non-formal schooling becoming further accentuated in coming years. Most countries, and especially those in sub-Saharan Africa, and South and West Asia, will need to pay much stronger attention to the inclusion of youth and adults in education through literacy, equivalency, life-skills and livelihood-skills programmes, which are frequently provided outside formal education systems.

### Goal 4: adult literacy

The likelihood of achieving the adult literacy target by 2015 was assessed for the 127 countries with sufficient data available.<sup>8</sup> Of these, 26 had reached levels close to 'universal literacy' (literacy rates above 97%) by the period 1995–2004, most of them in Central and Eastern Europe or Central Asia. By contrast, no country in sub-Saharan Africa, South and West Asia or the Arab States belongs to this category.

Projections were run for the 101 remaining countries. As adult literacy rates are increasing everywhere, a distinction was made between countries progressing rapidly (fast performers) or slowly (slow performers). A target rate representing the achievement of goal 4 by 2015 was computed, corresponding to a halving of the adult illiteracy rates observed over 1995–2004. The resulting targeted literacy rates were compared with projections of adult literacy rates in 2015. Countries likely to achieve the goal have projected rates equal to or above the targeted rates. Table 5.2 summarizes the results:

- Thirty countries (Quadrant I) stand a high chance of achieving the adult literacy target by 2015 as their literacy rate is already relatively high and continues to increase steadily. They include countries from most EFA regions, but particularly Latin America and the Caribbean, and East Asia and the Pacific. Some developed countries, such as Greece, Malta and Portugal, are also included.
- Eighteen countries (Quadrant II) are moving rapidly towards the target but have a low chance of achieving it, mainly due to low starting positions (adult literacy rates well below 80%). All are in the Arab States, South and West Asia or sub-Saharan Africa.
- Twenty-eight countries (Quadrant III), many of them in East Asia, Latin America and the Caribbean, the Arab States and sub-Saharan Africa, are at risk of not achieving the target. Despite relatively high current literacy rates, they are moving too slowly towards the goal.
- Twenty-five countries (Quadrant IV) are at serious risk of not reaching the adult literacy target by 2015 due to a combination of low and slowly increasing rates. More than two-thirds of these

**Most countries have yet to seriously address EFA goal 3**

5. Burundi, Chad, Côte d'Ivoire, Djibouti, Eritrea, the Gambia, Guinea, the Lao People's Democratic Republic, the Niger, Nigeria and Zimbabwe.

6. Burundi, Chad, Côte d'Ivoire, Djibouti, Eritrea, the Niger and Nigeria.

7. Afghanistan,\* the Central African Republic,\* the Comoros,\* the Democratic Republic of the Congo,\* Guinea-Bissau,\* Haiti,\* Liberia,\* Nepal, Papua New Guinea,\* Sierra Leone,\* Solomon Islands,\* Somalia\* and Sudan.\* Asterisks indicate fragile states.

8. Internationally comparable figures on adult literacy are based on conventional measures of literacy, such as self-reporting of the ability to read or write, rather than results of actual tests of literacy skills [see Chapter 2, in particular Box 2.6]. Australia, Canada, Japan, New Zealand, the United States and many European countries are excluded from the analysis for lack of conventional literacy data, but most of them are close to 'universal literacy'.

**Table 5.2: Country prospects for achieving adult literacy by 2015**

| Universal literacy achieved<br>(Adult literacy rate $\geq 97\%$ )<br>26 countries   |  |  |   |
|---|--|--|---|
| Albania, Argentina, Armenia, Aruba, Azerbaijan, Belarus, Bulgaria, Croatia, Cuba, Estonia, Italy, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Mongolia, Republic of Moldova, Romania, Russian Federation, Samoa, Slovenia, Tajikistan, Tonga, Trinidad and Tobago, Turkmenistan, Ukraine |  |  |   |
| Distance from universal literacy in 1995–2004   | Close or in intermediate position (adult literacy rates: 80–96%) | <b>QUADRANT I</b><br><b>High chance of achieving the target by 2015</b><br><i>(moving towards the goal, with steady progress)</i><br><b>30 countries</b><br>Bolivia, Bosnia and Herzegovina, Chile, China, Congo, Cyprus, Colombia, Costa Rica, Gabon, Greece, Indonesia, Jordan, Kuwait, Macao (China), Malaysia, Maldives, Malta, Netherlands Antilles, Palestinian Autonomous Territories, Peru, Portugal, Serbia and Montenegro, Singapore, South Africa, Thailand, TFYR Macedonia, United Arab Emirates, Uruguay, Venezuela, Zimbabwe | <b>QUADRANT III</b><br><b>At risk of not achieving the target by 2015</b><br><i>(moving towards the goal, but progress too slow)</i><br><b>28 countries</b><br>Bahrain, Botswana, Brazil, Brunei Darussalam, Cape Verde, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Honduras, Islamic Republic of Iran, Libyan Arab Jamahiriya, Mauritius, Mexico, Myanmar, Namibia, Oman, Panama, Paraguay, Philippines, Qatar, Sao Tome and Principe, Saudi Arabia, Sri Lanka, Suriname, Syrian Arab Republic, Turkey, Viet Nam |
|   | Far (adult literacy rate: <80%)                                  | <b>QUADRANT II</b><br><b>Low chance of achieving the target by 2015</b><br><i>(moving towards the goal, with rapid progress)</i><br><b>18 countries</b><br>Bangladesh, Benin, Burkina Faso, Chad, Côte d'Ivoire, Ghana, Guinea, Liberia, Malawi, Mali, Morocco, Mozambique, Nepal, Niger, Senegal, Sierra Leone, Togo, Yemen   | <b>QUADRANT IV</b><br><b>Serious risk of not achieving the target by 2015</b><br><i>(moving towards the goal, but progress too slow)</i><br><b>25 countries</b><br>Algeria, Angola, Burundi, Cambodia, Central African Republic, Democratic Republic of the Congo, Egypt, Guatemala, India, Iraq, Kenya, Lao People's Democratic Republic, Madagascar, Mauritania, Nicaragua, Nigeria, Pakistan, Papua New Guinea, Rwanda, Sudan, Swaziland, Tunisia, Uganda, United Republic of Tanzania, Zambia                                   |
| <b>Total</b>  |  | <b>48</b>  | <b>53</b>   |
|   |  | Fast performers  | Slow performers   |
|   |  | <b>Adult literacy rate projected for 2015, extrapolating 1995–2004 trend</b>   |   |
|   |  |  | <b>101</b>  |

Most countries at risk of not achieving the literacy goal are in sub-Saharan Africa

| Not included in the prospects analysis<br>(insufficient or no data)<br>76 countries  |  |
|--|--|
| Afghanistan, Andorra, Anguilla, Antigua and Barbuda, Australia, Austria, Bahamas, Barbados, Belgium, Belize, Bermuda, Bhutan, British Virgin Islands, Cameroon, Canada, Cayman Islands, Comoros, Cook Islands, Czech Republic, Denmark, Djibouti, Democratic People's Republic of Korea, Dominica, Eritrea, Ethiopia, Fiji, Finland, France, Gambia, Georgia, Germany, Grenada, Guinea-Bissau, Guyana, Haiti, Hungary, Iceland, Ireland, Israel, Jamaica, Japan, Kiribati, Lebanon, Lesotho, Luxembourg, Marshall Islands, Micronesia, Monaco, Montserrat, Nauru, Netherlands, New Zealand, Niue, Norway, Palau, Poland, Republic of Korea, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, San Marino, Slovakia, Seychelles, Solomon Islands, Somalia, Spain, Sweden, Switzerland, Timor-Leste, Tokelau, Turks and Caicos Islands, Tuvalu, United Kingdom, United States, Uzbekistan, Vanuatu |  |

countries are in sub-Saharan Africa, but the list also includes some countries in Asia (Cambodia, India, the Lao People's Democratic Republic, Pakistan) and Latin America (Guatemala and Nicaragua). For these countries, more efforts are needed to provide learning opportunities to adults and to accelerate progress, especially as several have or will have achieved universal primary enrolment, including all those in Asia (other than Pakistan) and Latin America.

The group of countries not included in the analysis because of insufficient data is very mixed. Some in this group are developed countries or countries in transition that are close to achieving 'universal literacy'. Others, including several in sub-Saharan Africa, are likely of concern as regards the expansion of literacy.



## Goal 5: gender parity in primary and secondary education

Projections of gender parity in primary and secondary education are possible for 172 countries with sufficient data available for both levels. Of these, 59 had achieved gender parity (defined as a GPI between 0.97 and 1.03) at both primary and secondary level by 2005. Central and Eastern Europe (15 countries), North America and Western Europe (14 countries) and Latin America and the Caribbean (12 countries) together account for nearly 70% of the countries in this group.

The remaining 113 countries missed the 2005 gender parity goal, although a number of them are likely to reach it by 2015 or 2025. Projections summarized in Table 5.3 show that:

- Eighteen countries (light green quadrant) are likely to achieve gender parity in both primary and secondary education by 2015. Many are in the Arab States, and Latin America and the Caribbean. The list also includes a small number of developed countries, such as Finland, Spain and Switzerland.
- Nine countries (yellow quadrant) are likely to reach the gender parity goal at both levels by 2025. Among these are some sub-Saharan African countries (Burkina Faso, the Gambia, Guinea) that have made significant progress in increasing overall access and participation of children in school since 1999, including girls.
- For the remaining eighty-six countries (red quadrant), there exists a risk that gender disparities will remain even in 2025, in either primary or secondary education, or at both levels, if efforts are not strengthened to improve access and participation of both boys and girls in school. In particular:
  - In forty-six countries, disparities are likely to remain in secondary education but not in primary education. These include thirty-four countries that had achieved gender parity in primary education by 2005 and twelve that have a high chance of doing so by 2015 or 2025. In many of these countries (in blue in Table 5.3), gender disparities in school participation favour girls, particularly in upper secondary education. This situation, which requires policy attention (UNESCO, 2005a), is the reason some

developed countries, such as Ireland, Luxembourg and New Zealand, together with several in Latin America and the Caribbean, and East Asia and the Pacific, appear in Table 5.3 as being at risk of not achieving gender parity at secondary level even by 2025.

- In twenty-eight countries, disparities are likely to remain in both primary and secondary education. More than two-thirds of these countries are in the Arab States and sub-Saharan Africa, where increasing access and participation of girls remains a challenge at both levels.
- In twelve countries, mainly in Latin America and the Caribbean, disparities will remain at primary level while gender parity in secondary education had either been achieved by 2005 or is likely of being so in 2015 or 2025.

## Goal 6: quality

This Report monitors three dimensions of education quality: learning outcomes as measured by international, regional and national assessments; enabling conditions for teaching and learning, such as instructional time, access to textbooks and a safe, healthy and adequately supplied school environment; and the quantity and quality of the teaching workforce. While it is difficult to extrapolate from existing patterns and trends into the future, the evidence suggests that the issue of quality in education is gaining the attention of many stakeholders worldwide: national governments, international partners, school authorities and parents. Discussions, reports and assessments of education quality have proliferated in recent years.

Despite this growing interest, the accumulated evidence points to the prevalence of weak pupil performance, widespread learning disparities, insufficient instructional time and high dropout rates in many countries, both developed and developing. Disparities in learning outcomes, while having narrowed between girls and boys in many contexts, remain significant among other groups, to the disadvantage of poor, rural, urban slum, marginalized indigenous and minority pupils.

A key element of education quality highlighted in Chapter 2 is the quality and quantity of the teaching workforce. The UIS has projected the number of additional primary school teachers needed between

**Access and participation of girls remain challenges in the Arab States and sub-Saharan Africa**

**Table 5.3: Country prospects for achieving gender parity in primary and secondary education by 2005, 2015 and 2025**

(based on past trends, 1991-2005. All countries with GPIs between 0.97 and 1.03 are considered to have achieved parity)

|                                    |   | Gender parity in secondary education   |  |   |   |            |
|------------------------------------|---|--|--|---|---|------------|
|                                    |   | Achieved or likely to be achieved in 2005  | Likely to be achieved by 2015  | Likely to be achieved by 2025   | At risk of not being achieved in 2015 or 2025   |            |
| Gender parity in primary education | Achieved or likely to be achieved in 2005     | Albania, Anguilla, Armenia, Bahamas, Bangladesh, Barbados, Belarus, Belize, Bolivia, Chile, China, Cook Islands, Croatia, Cyprus, Czech Republic, Denmark, Dominica, Ecuador, Estonia, France, Georgia, Germany, Greece, Guyana, Hungary, Iceland, Indonesia, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Malta, Mauritius, Myanmar, Netherlands, Norway, Paraguay, Peru, Poland, Qatar, Republic of Korea, Republic of Moldova, Romania, Russian Federation, Seychelles, Singapore, Slovakia, Slovenia, Sri Lanka, Sweden, TFYR Macedonia, United Kingdom, United States, Uzbekistan<br><b>59</b> | <b>Bahrain, Botswana</b> , Brunei Darussalam, Fiji, Finland, Maldives, Mongolia, Palestinian Autonomous Territories, Saudi Arabia, Spain, Switzerland, Uganda, United Arab Emirates<br><b>13</b> | Nicaragua, Ghana, Lesotho, Venezuela<br><b>4</b>  | <b>Argentina</b> , Australia, Austria, Azerbaijan, Belgium, <b>Bermuda</b> , Bulgaria, <b>Colombia</b> , <b>Ireland</b> , Kiribati, <b>Kuwait</b> , <b>Lebanon</b> , <b>Luxembourg</b> , <b>Malawi</b> , <b>Malaysia</b> , Mauritania, <b>Mexico</b> , <b>Namibia</b> , <b>Nauru</b> , Netherlands Antilles, <b>New Zealand</b> , Oman, <b>Panama</b> , <b>Philippines</b> , Rwanda, <b>Samoa</b> , Senegal, <b>Suriname</b> , <b>Trinidad and Tobago</b> , <b>Tunisia</b> , Ukraine, <b>Uruguay</b> , Vanuatu, Zimbabwe<br><b>34</b> | <b>110</b> |
|                                    | Likely to be achieved in 2015                 | El Salvador<br><b>1</b>  | Saint Lucia, Solomon Islands, Syrian Arab Republic, Turkey<br><b>4</b>   | <b>Costa Rica</b> , Guinea<br><b>2</b>  | Cambodia, Egypt, India, Nepal, Tajikistan, <b>Thailand</b> , Togo<br><b>7</b>   | <b>14</b>  |
|                                    | Likely to be achieved in 2025                 |  | Guatemala, <b>Gambia</b><br><b>2</b>   | Burkina Faso<br><b>1</b>  | Benin, Democratic Republic of the Congo, Mali, Pakistan, Zambia<br><b>5</b>   | <b>8</b>   |
|                                    | At risk of not being achieved in 2015 or 2025 | Aruba, Cuba, <b>Saint Kitts and Nevis</b> , Viet Nam<br><b>4</b>   | Cayman Islands, Kenya, Macao (China), <b>South Africa</b><br><b>4</b>  | <b>Brazil</b> , <b>Marshall Islands</b> , <b>Portugal</b> , <b>Saint Vincent and the Grenadines</b><br><b>4</b> | <b>Algeria</b> , <b>British Virgin Islands</b> , Burundi, Cameroon, <b>Cape Verde</b> , Chad, Comoros, Congo, Côte d'Ivoire, Djibouti, <b>Dominican Republic</b> , Eritrea, Ethiopia, <b>Islamic Republic of Iran</b> , Iraq, Lao People's Democratic Republic, Morocco, Mozambique, Niger, Nigeria, Niue, <b>Palau</b> , Papua New Guinea, Sudan, Swaziland, Tokelau, <b>Tonga</b> , Yemen<br><b>28</b>  | <b>40</b>  |
| Number of countries                |   | <b>64</b>  | <b>23</b>  | <b>11</b>   | <b>74</b>   | <b>172</b> |

**Not included in the prospects analysis**
*(insufficient or no data)*
**31 countries**

Afghanistan, Andorra, Angola, Antigua and Barbuda, Bhutan, Bosnia and Herzegovina, Canada, Central African Republic, Democratic People's Republic of Korea, Equatorial Guinea, Gabon, Grenada, Guinea-Bissau, Haiti, Honduras, Liberia, Libyan Arab Jamahiriya, Madagascar, Micronesia, Monaco, Montserrat, San Marino, Sao Tome and Principe, Serbia and Montenegro, Sierra Leone, Somalia, Timor-Leste, Turkmenistan, Turks and Caicos, Tuvalu, United Republic of Tanzania

**Notes:**

1. In countries whose names are shown in blue, gender disparities at the expense of boys are observed in primary or secondary education.
2. Four countries, among them Cuba, that have achieved gender parity in secondary are at risk of not doing so at primary level, which may seem inconsistent. In the case of Cuba, data available show that while parity was achieved in primary education until 1996, the GPI of GER declined from 0.97 to 0.95 in 2005. This trend in Cuba, along with the situation in the other three countries, requires further investigation.
3. In Australia, enrolment data for upper secondary education include adult education (students over age 25), particularly in pre-vocational/vocational programmes, in which males are in the majority. This explains the high GER (217%) and relatively low GPI (0.90) at this level.

**Table 5.4: Primary school teacher needs between 2004 and 2015 by region (millions)**

| Region                                       | Number of primary school teachers 2004 | Additional teachers needed to reach UPE (among 76 countries) | Teachers to fill vacancies due to attrition (6.5%) | Total number of teachers needed |
|--|--|--|--|---------------------------------|
| Sub-Saharan Africa                           | 2.4                                    | 1.6  | 2.1  | 3.8                             |
| Arab States                                  | 1.8                                    | 0.5  | 1.4  | 1.8                             |
| Central Asia, and Central and Eastern Europe | 1.6                                    | 0.1  | 0.8  | 0.9                             |
| East Asia and the Pacific                    | 9.4                                    | 0.1  | 3.9  | 4.0                             |
| South and West Asia                          | 4.4                                    | 0.4  | 3.2  | 3.6                             |
| Latin America and the Caribbean              | 2.9                                    | 0.0  | 1.6  | 1.6                             |
| North America and Western Europe             | 3.6                                    | 0.1  | 2.4  | 2.5                             |
| <b>World</b>                                 | <b>26.1</b>                            | <b>2.7</b>   | <b>15.4</b>  | <b>18.1</b>                     |

Note: Numbers to fill vacancies are based on a yearly attrition rate set at 6.5% (medium scenario).

Source: UIS (2006c).

2004 and 2015, both to reach UPE and to offset attrition (UIS, 2006c). Overall, the world will need more than 18 million new primary education teachers,<sup>9</sup> compared with its 2004 stock of 26 million (Table 5.4). Sub-Saharan Africa faces the greatest challenge; the teacher stock will have to increase by two-thirds, from 2.4 to 4 million, if UPE is to be reached. Allowing for attrition, which is compounded by the HIV/AIDS pandemic, sub-Saharan Africa will need 3.8 million new primary education teachers by 2015. Challenges are also significant in East Asia and the Pacific, and in South and West Asia, mainly because of attrition. Countries in the Arab States region also need to make a substantial effort by employing 1.8 million new teachers by 2015. In addition, while increasing the number of teachers is important, providing them with adequate training is also key to universal access to and participation in quality education, and the resources needed to hire, retain and train teachers will be significant.

## Financing the EFA goals to 2015

Chapter 4 showed that, following a general increase over the first five years after the Jomtien Conference of 1990, the share of national revenue devoted to education fell back in many countries in the late 1990s. In the five years after the World Education Forum in Dakar in 2000, the share increased again in the majority of countries. Maintaining this upward trend through the next decade will need conscious decisions by governments and donors. This section reviews prospects for increasing financial resources from both sources.

## Government expenditures

The main funders of programmes aimed at completing the EFA goals are national governments. The degree to which EFA will be financed depends on (a) the growth of total government expenditure, which, in turn, is strongly influenced by the rate of economic growth; and (b) the share of government expenditure allocated to provide for basic learning needs.

There are both opportunities and challenges. Overall, economic growth rates in low-income countries since Dakar have been higher than in the previous decade and are still accelerating. Table 5.5 shows that per capita income across all low-income countries increased by 4% a year between 2001 and 2005, compared with 1.8% between 1991 and 1995 and 2.2% between 1996 and 2000. The estimate for 2006 and 2007 is even higher, averaging 5.6%. Even if government expenditure only rises in line with the growth of per capita

**The main funders of EFA programmes are national governments**

9. The projections were made on the basis of a pupil/teacher ratio of 40:1 for countries that were above this benchmark. For countries with pupil/teacher ratios below this, the 2004 value was used as the basis.

**Table 5.5: Real per capita GDP<sup>a</sup> growth in low-income countries, selected periods (% per year)**

|                              | 1991–1995  | 1996–2000  | 2001–2005  | 2006*      | 2007*      |
|------------------------------|------------|------------|------------|------------|------------|
| <b>World</b>                 | <b>0.8</b> | <b>2.0</b> | <b>1.5</b> | <b>2.9</b> | <b>2.2</b> |
| <b>Low-income countries</b>  | <b>1.8</b> | <b>2.2</b> | <b>4.0</b> | <b>5.9</b> | <b>5.4</b> |
| Sub-Saharan Africa           | -1.6       | 1.0        | 2.4        | 4.0        | 4.4        |
| Middle East and North Africa | 0.9        | 2.1        | 0.4        | 0.8        | -0.6       |
| Europe and Central Asia      | -11.3      | 3.8        | 6.8        | 11.5       | 9.3        |
| East Asia and Pacific        | 5.4        | 0.4        | 3.8        | 4.7        | 5.1        |
| South Asia                   | 3.0        | 3.5        | 4.7        | 6.8        | 5.9        |
| Latin America and Caribbean  | -0.3       | 1.4        | 0.7        | 1.8        | 1.8        |

a. GDP in constant 2000 US\$.

\* Projections.

Source: World Bank (2007d).

**The need to expand secondary and tertiary education is being increasingly emphasized**

income, the increased resources becoming available each year are significantly higher now than in previous years. In addition, the share of national income that governments have been able to raise has been increasing. In five of seven South Asian countries, total revenue as a share of GDP was higher in 2006 than in 2000 (Asian Development Bank, 2007). In thirty-three of forty-three sub-Saharan African countries the share in 2006 was higher than for 2000–2004 and the unweighted country average increased from 25% to 30% (African Development Bank, 2007).

If both these trends continue, the potential for much higher levels of public expenditure on basic education will exist and the likelihood of recent gains in enrolment being sustained will be greater. But whether this occurs will depend on whether the overall share of government expenditure for education is at least maintained, including the share for basic education. This may not be simple. The need to expand secondary and tertiary education is being increasingly emphasized, partly as a consequence of the larger numbers of primary school graduates for whom there is no immediate employment and partly due to the growing focus on the knowledge economy. Thus, it may be more difficult in the future to maintain the current share for primary education in total education spending. There are two dangers for the EFA agenda. First, while the universalization of primary education is likely to remain a top priority, the focus may be placed on access alone rather than on increased quality if the inputs required for this part of the agenda are squeezed. Second, there may continue to be insufficient resources for ECCE and for literacy and other learning needs of youth and adults.

It might be expected that the countries in the different quadrants in the projections for primary education in Table 5.1 have behaved differently in their financing of education in recent years. To some extent this is the case.

- The average<sup>10</sup> share of education expenditure in GNP in countries with TNERs of 80% and above in 2005 and with rapid expansion of enrolment (Quadrant I) remained constant at 4.1%.
- In countries with similarly high TNERs but insufficient recent progress (Quadrant III), education expenditure as a share of GNP decreased from 4.8% in 1999 to 4.6% in 2005.

- The differences between countries in Quadrants II and IV are clearer. Countries that had a TNER below 80% in 2005 but had been improving significantly (Quadrant II) increased education expenditure as a share of GNP from 3.4% in 1999 to 4.2% in 2005. In countries with slower progress (Quadrant IV) the share decreased, from 5.7% to 5.4%.

It is clear that countries that have made significant progress have tended to increase or maintain their education expenditure as a share of GNP, while in countries where progress has been slower, the share has tended to decrease. Besides the level of resources that governments allocate to education, ways to increase efficiency must be addressed. The institutional context in which public spending takes place requires more attention than it has so far received.<sup>11</sup>

## Donors

Rough estimates of the costs of achieving the EFA goals have been made since 2002, including in previous Reports, with a concentration on the amounts required from donors. The 2007 Report stated that the annual level of external support would need to increase to around US\$9 billion (at 2003 prices) from 2005 to 2015 and that allocating US\$1 billion each for the literacy and early childhood goals would result in an average annual external funding requirement of US\$11 billion. These estimates have covered all low-income countries, irrespective of the extent to which their governments have produced the conditions which would 'trigger' additional support, as described in the Dakar Framework for Action and made more explicit in the Monterrey Consensus. The Monterrey Consensus underlined the importance of ownership, leadership, sound national policies, absorptive capacity and financial management as crucial for more effective aid. At both Dakar and Monterrey, the main role of donors was described as augmenting government expenditure in countries where the political will to achieve EFA was being demonstrated. Donors also have a responsibility, however, to help develop capacity in fragile states. In general, aid effectiveness depends on a partnership with aid recipient countries that are committed to improving education access and participation, and education quality.

The amount of aid to basic education for low-income countries in 2004 and 2005 – an average

10. Weighted average by population.

11. The 2009 Report will address issues related to the governance, management and financing of education.

of US\$3.1 billion a year – is clearly well below the rough estimates of the amount required each year if the EFA goals are to be reached. While there are questions about the current ability of low-income countries as a group to effectively absorb a three- to fourfold increase in aid for basic education, the evidence of several countries where significant amounts of aid have been channelled successfully – including Ethiopia, India, the United Republic of Tanzania, Yemen and Zambia – suggests that the opportunities for scaling up exist and could be widened. Even if aid for basic education for low-income countries in 2005 had been twice as large as it was, the share in total aid would have been only 8%.

Several donors, particularly those in the European Union, have stated their intention to increase overall aid in the next few years. The OECD-DAC Secretariat has calculated that this could result in

a 60% increase in aid between 2004 and 2010 (OECD-DAC, 2006b). In 2005, there was a large increase in disbursements – 90% of which was for debt relief – but 2006 saw a 5% reduction. A determined effort needs to be made over the next four years if the target is to be reached and declining amounts of debt relief are to be replaced by aid to sectors. If donors do keep their promises to 2010, what might this imply for education and for basic education?

A rough estimate of the amounts of aid that might be allocated to education and to basic education in 2010 can be inferred from the estimated increase in total ODA, assuming initially that the share of sector-allocable aid in total aid is the same in 2010 as in 2004. If the amounts for education increase at the same rate as the amounts for all sectors, i.e. if the share of education in total sector-allocable aid remains constant, bilateral aid to education will

**The opportunities for scaling up aid exist and could be widened**

**Table 5.6: Prospects for bilateral aid to education and basic education in 2010 for all developing countries (commitments)**

|                            | Total aid to education<br>(constant 2005 US\$ millions) |  |   | Total aid to basic education<br>(constant 2005 US\$ millions) |  |   |  |
|----------------------------|---|--|---|---|--|---|--|
|                            | 2004  |  | 2010  | 2004  |  | 2010  |  |
|                            | Amounts   | As a share of total sector-allocable aid (%) | Amounts if education's share remains constant | Amounts   | As a share of total sector-allocable aid (%) | Amounts if basic education's share remains constant | Amounts if basic education's share is at least 10% |
| Australia                  | 116   | 11   | 195   | 77  | 7  | 129   | 174  |
| Austria                    | 84  | 41   | 206   | 4   | 2  | 11  | 51   |
| Belgium                    | 164   | 21   | 314   | 34  | 5  | 66  | 146  |
| Canada                     | 200   | 12   | 280   | 158   | 10   | 221   | 231  |
| Denmark                    | 145   | 11   | 155   | 94  | 7  | 100   | 145  |
| Finland                    | 79  | 23   | 178   | 52  | 15   | 118   | 118  |
| France                     | 1 578   | 41   | 2 635   | 321   | 8  | 536   | 649  |
| Germany                    | 1 103   | 26   | 2 273   | 130   | 3  | 269   | 888  |
| Greece                     | 23  | 17   | 59  | 3   | 2  | 7   | 36   |
| Ireland                    | 59  | 18   | 110   | 38  | 12   | 70  | 70   |
| Italy                      | 86  | 20   | 323   | 39  | 9  | 148   | 163  |
| Japan                      | 1 238   | 15   | 1 659   | 298   | 4  | 399   | 1 092  |
| Luxembourg                 | 23  | 23   | 32  | 11  | 11   | 16  | 16   |
| Netherlands                | 419   | 19   | 507   | 274   | 12   | 331   | 331  |
| New Zealand                | 50  | 38   | 68  | 14  | 11   | 19  | 19   |
| Norway                     | 165   | 14   | 216   | 117   | 10   | 153   | 153  |
| Portugal                   | 56  | 31   | 50  | 6   | 4  | 6   | 16   |
| Spain                      | 126   | 13   | 358   | 45  | 5  | 128   | 272  |
| Sweden                     | 85  | 8  | 125   | 68  | 6  | 101   | 162  |
| Switzerland                | 46  | 6  | 52  | 26  | 3  | 30  | 90   |
| United Kingdom             | 956   | 25   | 1 769   | 830   | 22   | 1 536   | 1 536  |
| United States              | 600   | 3  | 732   | 530   | 3  | 647   | 2 275  |
| <b>Total DAC countries</b> | <b>7 401</b>  | <b>14</b>                                    | <b>12 296</b>                                 | <b>3 169</b>  | <b>6</b>                                     | <b>5 041</b>  | <b>8 633</b>                                       |

*Notes:* Projections based on OECD-DAC Secretariat simulation of DAC members' net ODA disbursements volume in 2010 (OECD-DAC, 2006b). It was assumed that commitments would grow at the same rate as disbursements and that the share of aid going to sectors would remain constant. The assumption made for the last column was that, if the share of basic education in a given donor's total aid to sectors was less than 10% in 2004, it would rise to 10%; or, if the share was already above 10%, it would remain constant.

**Total aid to basic education could reach US\$10 billion in 2010 only if pledges are met and bilateral donors reset their priorities**

grow by an average of 7% a year between 2004 and 2010, reaching US\$12.3 billion (Table 5.6). Similarly, if the priority given to basic education compared with all other sectors remains the same, annual bilateral aid to basic education will reach US\$5 billion by 2010.

The assumption underlying these results is that aid to sectors will grow at the same rate as total ODA. If proportionally more of the overall amount is used to provide additional aid to sectors, which might occur as the share of debt relief in total ODA declines, future amounts of aid to education and to basic education may be even higher. Another factor that will directly affect the amount of aid available for basic education in 2010 is the priority bilateral donors give it. Several donors allocate to basic education less than 10% of their aid to sectors. If all donors were to allocate 10%, and those currently allocating more were to maintain their allocations, bilateral aid to basic education would grow by 15% annually between 2004 and 2010, reaching US\$8.6 billion. This is possible. None of the three largest donors of sector-allocable aid, Germany, Japan and the United States, allocated more than 4% to basic education in 2004. These donors could increase the share of education in their total aid (especially the United States) or the share of basic education in their total allocation to the education sector (especially Germany and Japan), or both.

Multilateral aid to basic education accounted for one-third of total aid to basic education in 2004 and 2005, the vast bulk of it from the European Commission and the World Bank's International Development Association, which together contributed one-quarter of total aid to basic education. Hence, any changes in the amounts these organizations allocate to basic education in the next few years will be crucial. At a high-level meeting in Brussels in May 2007 (European Commission, 2007), the Commission announced that it estimated its direct aid for education in the new programming cycle would amount to €1.7 billion over five years, or not quite US\$500 million a year. The IDA commitments for education in the poorest countries are US\$1.5 billion in 2007 and at least that much in 2008. Neither pledge, however, provides details as to the share for basic education, though both donors are active supporters of the Fast Track Initiative (FTI). If they maintain the priority they now give to basic levels, about half the amounts mentioned, or around US\$1 billion a year, will likely be for basic education. Adding this to the

US\$8.6 billion from bilateral donors would bring total aid to basic education to almost US\$10 billion in 2010, if all bilateral donors increased their share of basic education in sector aid to at least 10%.

The distribution of these increased levels of aid for basic education is also of great importance. Chapter 4 underlined that most aid to the basic levels of education is in fact allocated to primary education. Less than 2% of aid to basic education goes to pre-primary education and evidence shows donors give very little priority to literacy programmes for youth and adults (UNESCO, 2005a). As an essential part of the EFA agenda, it will be important for donors to include ECCE along with literacy and other basic education programmes for youth and adults in their funding.

While estimates of financing gaps at global level are important, improving the forms of aid, creating effective channels for delivering it to the countries most in need and capable of using it, and reducing the constraints that currently limit its impact are also important. These points are discussed below.

### **Forms of aid**

Aid to education needs to be better integrated into wider public expenditure strategies and managed through improved country processes. Where such 'alignment' exists, donor efforts will likely be harmonized. Where it does not, donors need to coordinate their activities, including missions and reporting requirements. In addition, aid could be used more effectively if it were more predictable and long term, allowing finance ministers to make decisions, such as over the hiring of teachers, with an expectation of financial sustainability. The European Commission with its MDG contracts and the United States with its Millennium Challenge Account are experimenting with such an approach; it is also implicit in the United Kingdom's encouragement of ten-year education sector plans.

Another major development since Dakar has been the strengthening of the Fast Track Initiative, described in Chapter 4. The FTI is meant to work in two ways: first, donors collectively align their support to primary education through the endorsement of country sector plans; second, donors directly contribute to the Catalytic Fund, from which programmes can be financed in countries where there are few active donors. For donors, an advantage of allocating resources to the FTI Catalytic Fund, rather than to multilateral



institutions, is that they can be more involved in the governance of the aid programme. Gradually, the FTI has grown stronger and increased its operations and credibility. However, the number of donors contributing meaningful amounts to the Catalytic Fund remains low; more need to sign up if there is to be progress in further matching aid flows with basic education needs across all low-income countries.

### Geographic distribution of aid

What do the projections imply for the future distribution of aid across countries for EFA? The quadrant analysis of the projections for primary education in Table 5.1 and the aid data in the annex provide the basis for discussing the future geographic distribution of aid for basic education.

- The twenty-eight countries with relatively high TNERs that are identified as likely to attain universal primary enrolment (Quadrant I) are very mixed in terms of income groups. Some are middle-income countries such as Brazil, Bulgaria and Ukraine, which receive only small amounts of aid for primary education. The seven low-income countries (Benin, India, Kyrgyzstan, Madagascar, Malawi, Myanmar and Zambia) receive more aid for primary education. Three of the seven have had their plans endorsed by the FTI and all the others but Myanmar expect to by 2008, which should help ensure a continuation of aid to these countries at current levels.
- Most of the thirty-three countries with TNERs over 80% but limited recent progress (Quadrant III) are middle-income and, in general, capable of reversing recent trends by devoting more government expenditure to primary education. Possible exceptions are countries such as Mongolia and the Palestinian Autonomous Territories, where, in addition to internal problems, external factors have led to a reversal of education development. Some low-income countries in this group (including the Lao People's Democratic Republic, Mongolia, Togo, Viet Nam and Zimbabwe) will continue to need external financing. In general, however, this group would not appear to be of high priority for future aid.
- The thirty-two low-income countries identified as having the lowest levels of education development<sup>12</sup> need to be given priority for aid allocations over the next decade, providing their governments give priority to basic learning needs in their own expenditure and can demonstrate the

institutional capacity to use aid effectively. Twenty of the thirty-two are fragile states. Table 5.7 describes the current situation regarding aid to basic education for these countries. Overall, this group of countries received one-third of total aid to basic education in 2004–2005, roughly the same as before Dakar. While the situation varies at country level, it appears this group has received no increased focus in the past few years. That situation may be changing, however. Fifteen out of the thirty-two countries have had their plans endorsed by the FTI (Burkina Faso, Ethiopia, the Gambia, Ghana, Guinea, Kenya, Liberia, Mali, Mauritania, Mozambique, the Niger, Rwanda, Senegal, Sierra Leone and Yemen), and nine (Burundi, Chad, the Democratic Republic of the Congo, Eritrea, Guinea-Bissau, Haiti, Nigeria, Pakistan and Solomon Islands) are expected to receive endorsement by 2008. A key question is thus how to channel aid to the eight remaining countries, all but one of which are fragile states.

- Individually, it is worth noting that six of the thirty-two countries (Côte d'Ivoire, the Democratic Republic of the Congo, Liberia, Nigeria, Somalia and Sudan) received below-average amounts of aid to basic education per primary school-age child. All either lack sufficient information for the projection or are among the nine countries with the least prospect of achieving UPE (Quadrant IV). Differences between their circumstances preclude any overall recommendation regarding future aid. At the other extreme, twelve countries received well above the average per child for all developing countries: Afghanistan, Burkina Faso, the Comoros, Eritrea, the Gambia, Mali, Mauritania, Mozambique, the Niger, Senegal, Solomon Islands and Yemen. All, apart from Afghanistan, the Comoros and Solomon Islands, are in the group of countries that have made rapid progress (Quadrant II). The case for continuing to allocate significant amounts of aid to all countries in this group is very strong indeed.
- In considering aid flows in the future, it is also instructive to see in which countries the amount of aid per school-age child decreased between 1999–2000 and 2004–2005. Among the thirty-two low-income countries identified as having the greatest needs, the amount declined slightly in the Central African Republic, Ghana, Guinea and Haiti, and significantly in Côte d'Ivoire, the Gambia, Guinea-Bissau, Papua New Guinea, Rwanda and Senegal.

**A key question is how to channel aid to fragile states**

12. These are the nineteen low-income countries with TNERs below 80% (quadrants II and IV) plus thirteen countries with insufficient data for projection of movement towards UPE but identified as having low levels of education development. These two groups comprise Afghanistan,\* Burkina Faso, Burundi,\* the Central African Republic,\* Chad,\* the Comoros,\* Côte d'Ivoire,\* the Democratic Republic of the Congo,\* Eritrea,\* Ethiopia, the Gambia,\* Ghana, Guinea,\* Guinea-Bissau,\* Haiti,\* Kenya, Liberia,\* Mali, Mauritania, Mozambique, Nepal, the Niger,\* Nigeria,\* Pakistan, Papua New Guinea,\* Rwanda, Senegal, Sierra Leone,\* Solomon Islands,\* Somalia,\* Sudan\* and Yemen. Asterisks indicate fragile states.

**Table 5.7: Allocation of aid for basic education to the low-income countries most at risk of not achieving UPE, 1999–2000 and 2004–2005**

|                                 | Year of FTI endorsement | Total aid to basic education |                          |   |                          | Total aid to basic education per primary school-age child |                          |
|---------------------------------|-------------------------|------------------------------|--------------------------|---|--------------------------|---|--------------------------|
|                                 |                         | Constant 2005 US\$ millions  |                          | Country's share in total aid to basic education (%) |                          | Constant 2005 US\$ millions                               |                          |
|                                 |                         | 1999–2000 annual average     | 2004–2005 annual average | 1999–2000 annual average                            | 2004–2005 annual average | 1999–2000 annual average                                  | 2004–2005 annual average |
|                                 |                         |                              |                          |   |                          |   |                          |
| Afghanistan                     | no                      | 2                            | 162                      | 0.1   | 3.7                      | 0   | 33                       |
| Burkina Faso                    | 2002                    | 35                           | 111                      | 1.3   | 2.5                      | 17  | 51                       |
| Burundi                         | pending 2007            | 2                            | 9                        | 0.1   | 0.2                      | 2   | 8                        |
| C. A. R.                        | no                      | 7                            | 6                        | 0.2   | 0.1                      | 11  | 9                        |
| Chad                            | pending 2007            | 11                           | 13                       | 0.4   | 0.3                      | 8   | 8                        |
| Comoros                         | no                      | 3                            | 6                        | 0.1   | 0.1                      | 27  | 47                       |
| Côte d'Ivoire                   | no                      | 45                           | 8                        | 1.6   | 0.2                      | 17  | 3                        |
| D. R. Congo                     | expected 2008           | 6                            | 48                       | 0.2   | 1.1                      | 1   | 5                        |
| Eritrea                         | expected 2008           | 27                           | 41                       | 1.0   | 0.9                      | 53  | 69                       |
| Ethiopia                        | 2004                    | 25                           | 70                       | 0.9   | 1.6                      | 2   | 8                        |
| Gambia                          | 2003                    | 9                            | 5                        | 0.3   | 0.1                      | 48  | 25                       |
| Ghana                           | 2004                    | 86                           | 70                       | 3.1   | 1.6                      | 28  | 21                       |
| Guinea                          | 2002                    | 19                           | 17                       | 0.7   | 0.4                      | 15  | 11                       |
| Guinea-Bissau                   | pending 2007            | 5                            | 4                        | 0.2   | 0.1                      | 26  | 16                       |
| Haiti                           | pending 2007            | 18                           | 15                       | 0.6   | 0.4                      | 14  | 12                       |
| Kenya                           | 2005                    | 39                           | 52                       | 1.4   | 1.2                      | 6   | 10                       |
| Liberia                         | 2007                    | 1                            | 3                        | 0.0   | 0.1                      | 3   | 6                        |
| Mali                            | 2006                    | 44                           | 67                       | 1.6   | 1.5                      | 24  | 30                       |
| Mauritania                      | 2002                    | 11                           | 17                       | 0.4   | 0.4                      | 25  | 36                       |
| Mozambique                      | 2003                    | 81                           | 129                      | 3.0   | 2.9                      | 32  | 34                       |
| Nepal                           | no                      | 47                           | 100                      | 1.7   | 2.3                      | 15  | 28                       |
| Niger                           | 2002                    | 13                           | 60                       | 0.5   | 1.4                      | 7   | 27                       |
| Nigeria                         | expected 2008           | 40                           | 32                       | 1.5   | 0.7                      | 2   | 2                        |
| Pakistan                        | expected 2008           | 9                            | 169                      | 0.3   | 3.9                      | 0   | 9                        |
| Papua New Guinea                | no                      | 48                           | 31                       | 1.7   | 0.7                      | 67  | 33                       |
| Rwanda                          | 2006                    | 36                           | 14                       | 1.3   | 0.3                      | 29  | 10                       |
| Senegal                         | 2006                    | 75                           | 44                       | 2.7   | 1.0                      | 48  | 24                       |
| Sierra Leone                    | 2007                    | 11                           | 14                       | 0.4   | 0.3                      | 16  | 17                       |
| Solomon Islands                 | pending 2007            | 4                            | 14                       | 0.1   | 0.3                      | 48  | 184                      |
| Somalia                         | no                      | 2                            | 8                        | 0.1   | 0.2                      | 1   | 6                        |
| Sudan                           | no                      | 5                            | 21                       | 0.2   | 0.5                      | 1   | 4                        |
| Yemen                           | 2003                    | 48                           | 110                      | 1.8   | 2.5                      | 15  | 31                       |
| <b>Total</b>                    |                         | <b>810</b>                   | <b>1 457</b>             | <b>29.4</b>   | <b>33.3</b>              | <b>...</b>  | <b>...</b>               |
| <b>All developing countries</b> |                         | <b>2 756</b>                 | <b>4 373</b>             | <b>100.0</b>  | <b>100.0</b>             | <b>5</b>  | <b>8</b>                 |

Note: FTI status as of August 2007.

Sources: Annex, Aid Table 4; FTI Secretariat, 2007.

For many countries, aid to primary education will continue to be needed to sustain and improve the quality of primary schooling

This analysis based on UPE prospects can be usefully complemented by an analysis of progress towards the literacy goal. Among the countries with low primary enrolment that are moving rapidly towards UPE, nine of the fourteen countries for which data are sufficient are doing so in parallel with rapid progress towards the literacy goal. They are low-income countries, mostly in sub-Saharan Africa: Burkina Faso, Chad, Ghana, Guinea, Mali, Mozambique, the Niger, Senegal and Yemen. This

further strengthens the case for continuous support to them. On the other hand, some countries that have achieved UPE (Algeria, Cambodia, Egypt, Tunisia and the United Republic of Tanzania) or will achieve it by 2015 (Guatemala, Madagascar, Nicaragua and Zambia) are at serious risk of not achieving the literacy goal by 2015. For many of these countries, aid to primary education will continue to be needed to sustain and improve the quality of primary schooling. In others, aid for

literacy programmes for youth and adults might help accelerate progress towards the literacy goal. These examples underline the need in some countries for better balance in distribution of aid to basic education, among primary education, early childhood programmes and learning programmes for youth and adults.

Chapter 4 showed that the aid policies of bilateral donors reflected diverse motives, not only poverty alleviation in the poorest countries, and that, this being so, the distribution of aid overall or by sector is unlikely to correspond directly to need. Multilateral agencies, such as the World Bank and regional development banks, are more likely to allocate concessional aid according to need. In respect of efforts to increase the likelihood that aid resources allocated outside of bilateral programmes are directed to specified priorities, the growing amount allocated by the FTI through the Catalytic Fund is encouraging but remains limited.

### **Constraints on increasing aid for basic education**

In addition to the overall focus on a relatively small number of countries by the bilateral donors and the limited amounts allocated to the FTI for countries with few donors, there are several other constraints to increasing the global amount of aid to basic education. Many concern countries' capacities to absorb aid effectively and they are of two types. The first, which is of limited applicability to most low-income countries, relates to arguments that increased aid could destabilize the macro-economic environment. The second and more important involves the management of increases in aid and the effectiveness of aid use (Rose, 2007). This concern is greatest for fragile states, including conflict and post-conflict countries, where there may be a general lack of infrastructure and orderly processes and where governments have a limited ability to deliver services. In such cases it is difficult to move large amounts of resources, and innovative financing mechanisms and funding channels need to be developed to provide the basis for further support. It is estimated that 37% of the world's out-of-school children live in fragile states, many of them in conflict and post-conflict settings.

Limits on the ability to make effective use of large amounts of aid, however, are not confined to conflict and post-conflict countries. The World Bank's recent review of its support for primary education since 1990 showed that programmes

aimed at institutional development have had the lowest success rate (World Bank Independent Evaluation Group, 2006b). The implication, however, is that these efforts should be improved, not reduced. As overall enrolment rates rise, the difficulty of achieving further increases by attracting hard-to-reach children intensifies, necessitating more innovative approaches, while interventions to improve quality and learning achievement require even greater management capacity. Appropriate aid for capacity development (not traditional technical assistance) must thus be a very high priority if EFA is to be achieved.

In addition, donors face the same questions as governments when it comes to the relative priority to give basic education within the overall education sector. Evidence favouring arguments for shifting support towards post-primary education is growing. A recent indication is the World Bank's Africa Action Plan, which emphasizes skills development and includes only secondary and tertiary education in the set of monitorable indicators for education. This shift is a further challenge for national and international organizations working to ensure that the basic learning needs of all are met.

## **Towards an agenda**

Enormous strides have been made towards achieving universal enrolment and gender parity at the primary level, and aid has demonstrably supported effective national efforts, as the diverse examples of Burkina Faso, Ethiopia, India, Mozambique, the United Republic of Tanzania, Yemen and Zambia demonstrate. If this momentum is to be maintained and even accelerated, if it is to be complemented by progress towards the other EFA goals of quality, literacy, early childhood and the learning needs of youth and adults, and if it is to be extended to all countries, action is needed by all stakeholders at the global level and by national governments, civil society and donors at the country level.

### **Global priorities**

All stakeholders need to ensure that:

- 1) *EFA remains a priority on the global agenda* in the face of emerging global issues such as climate change and public health. It is critical to keep up broad advocacy for EFA and to show that

**As overall enrolment rates rise, the difficulty of attracting hard-to-reach children intensifies, necessitating more innovative approaches**

**The EFA movement should take account of the trend towards an extended vision of basic education in the formal sector**

it can also contribute in important ways to these other dominant issues.

- 2) *EFA as a whole is the focus and not just UPE.*  
Since the MDGs include only UPE and gender parity, and since primary enrolment has so far been the area of greatest success, there is a danger of focusing exclusively on this one goal.
- 3) *Policy and implementation emphasize five key factors – inclusion, literacy, quality, capacity development and finance.*
  - a) *Inclusion* means encompassing: the marginalized and disadvantaged, whether they be poor, rural and urban slum residents, ethnic and linguistic minorities, or the disabled; all age groups, from early childhood (ECCE) to adults (especially literacy); and girls and women, particularly as the 2005 gender parity goal has been missed. It is essential not to write this goal off but rather to achieve it on a new timetable.
  - b) *Literacy* is, of course, part of inclusion, but must be singled out separately as it is the most neglected goal and the world suffers the shame of having about one in five adults still not literate, despite the notable example of China.
  - c) *Quality* is now receiving increasing priority but remains a major challenge everywhere, especially in low-income countries.
  - d) *Capacity development*, increasingly the obstacle to achieving the full, challenging EFA agenda, is especially an issue as attention turns from broad system expansion alone to encompass inclusion, literacy and quality.
  - e) *Finance* is a key element when governments face the need to increase national expenditure on EFA as well as on secondary and higher education, and when aid for basic education in low-income countries must be raised to at least US\$11 billion a year to achieve EFA.
- 4) *More focus is put on sub-Saharan Africa and on fragile states*, the region and group of countries least likely to achieve the goals by 2015 or even 2025 on present trends, though other low-income countries must not be neglected.

- 5) *The international architecture is made more effective*, encompassing all of EFA and integrating the various partial initiatives, with a focus on the five priorities above.

Also, with many countries extending the concept of basic education beyond primary level, the EFA agenda is moving beyond a strict interpretation of the six goals, as reflected by the increased coverage of secondary education in this Report. While it may not be appropriate to redefine the EFA goals formally, the EFA movement can and should take account of the trend towards an extended vision of basic education in the formal sector.

### **National governments**

National governments must focus on the global priorities, appropriately adjusted to each country's individual circumstances. In effect, this means reaffirming the twelve strategies in the Dakar Framework for Action:

- 1) *All of EFA* – Governments must take full responsibility for ECCE, quality, adult literacy and the learning needs of youth and adults, as well as for universal primary education. This may not mean delivering all necessary services through the public sector but it certainly means taking public responsibility and assuring adequate financing, as envisaged at Dakar. In particular, it is important for governments to recognize, as Chapter 3 showed, that there is not necessarily a trade-off between access and quality but that the two can be mutually reinforcing.
- 2) *Inclusion* of the poorest and most marginalized children, youth and adults, by:
  - a) ensuring that all children, particularly the marginalized and disadvantaged, have access to good ECCE programmes;
  - b) expanding the physical infrastructure of the basic education system in rural and disadvantaged urban areas, providing mechanisms for teachers to work in these areas and improving their working conditions;
  - c) eliminating school fees through a well-planned and well-managed process to ensure that schools are adequately prepared to deal with increases in enrolment and reductions in school income;

- d) providing financial support such as scholarships, cash or in-kind transfers to households, appropriately targeted;
  - e) taking measures to alleviate the need for child labour and allowing for flexible schooling, non-formal equivalency courses and bridging courses to provide for the learning needs of working children and youth;
  - f) sustaining efforts to assure gender parity, including improving girls' access to and retention in primary and secondary education and addressing the emerging boys' issues at secondary level;
  - g) promoting inclusive education for the disabled, indigenous people and other disadvantaged groups;
  - h) promoting a great diversity of youth and adult education programmes through legislation, public funding arrangements and policies, such as regulation and oversight of the non-state sector and bridges between non-formal and formal education;
  - i) developing constructive partnerships between governments and the non-state sector to increase access to quality education.
- 3) *Literacy* – Governments need to step up their efforts on adult literacy through inclusion and quality in primary and lower secondary school and boldly expanding adequately staffed and funded literacy programmes for youth and adults that harness all the different forms of modern media. Policies should be instituted to promote media and publishing, and to encourage reading in schools, the home and the workplace.
- 4) *Quality* – Governments must ensure that priority is placed on pupils mastering basic skills and competences, with particular attention to:
- a) making sure there are enough trained teachers and deploying them appropriately throughout the country;
  - b) enhancing the professionalism and motivation of teachers by providing ongoing professional development;
  - c) creating safe and healthy learning environments by tackling violence, particularly against girls and women, and providing health programmes, including deworming and nutrition;
  - d) maximizing *quality* school time in which teachers and pupils are actively engaged in learning activities, notably by creating administrative supports for teachers' presence in the classroom, ensuring that children arrive at school ready to learn and embracing multilingualism, particularly recognizing the importance of mother tongue instruction in the first years of school, among other measures;
  - e) ensuring that curricula are inclusive and relevant, and that they incorporate HIV/AIDS education, among other measures;
  - f) promoting gender equality through teacher training, gender-sensitive curricula and textbooks, and ensuring that there are female teachers in countries and areas with low enrolment of girls;
  - g) ensuring that there are sufficient learning resources, especially textbooks, for teachers and students to use.
- 5) *Capacity development* – In addition to training teachers, governments need to step up their efforts to:
- a) improve and make better use of the national assessments that are being introduced in growing numbers;
  - b) develop management capacity at all levels of government – not just the national level – by paying attention to staff training as well as organizational and institutional structures;
  - c) improve the timeliness and coverage of the statistics used to formulate policy and monitor progress;
  - d) coordinate complex multisectoral and multiministry programmes such as ECCE and adult literacy, including with the NGOs that often deliver such programmes;
  - e) formally engage civil society in EFA policy formulation, implementation and monitoring.

**Governments must make sure there are enough trained teachers and deploy them appropriately throughout the country**

**Public spending on EFA must be maintained and increased where necessary**

6) *Finance* – National governments must maintain public spending on EFA and, indeed, increase it where necessary. It is critical to ensure that pressure from other priorities does not reduce EFA spending to the minimum necessary for primary school access. Funding is essential for:

- a) inclusion, with unit costs likely to rise for enrolling the most disadvantaged and marginalized (often in remote areas or requiring special attention such as the disabled or linguistic minorities);
- b) the expansion of ECCE and literacy, so far neglected both financially and as policy priorities;
- c) quality, especially as regards teachers and their training and the provision of sufficient textbooks for both teachers and students;
- d) capacity development, including for statistical systems and staff training, which are often underfunded.

### Civil society

Civil society organizations (CSOs), a vital component of the compact to achieve EFA, have grown in numbers and influence since Dakar. There is a need for:

- a) strong and vibrant CSOs that enable citizens to advocate for change and hold government and the international community to account;
- b) consistent, regular and timely engagement between CSOs and national governments in education policy formulation, implementation and monitoring;
- c) training in education policy analysis and finance to enable CSOs to take on the challenging role envisaged at Dakar more effectively.

### Donors and international agencies

Both bilateral and multilateral agencies urgently need to increase the amount of aid and deploy it differently. Measure should be taken to:

- a) immediately reverse the decreases in aid to education and basic education of 2005, and increase aid to basic education in low-income countries to meet the annual external financing need of US\$11 billion, as soon as possible and no later than 2010;
- b) increase the priority given to basic education compared with other levels, particularly higher education;
- c) raise to at least 10% the share of basic education in bilateral sectoral aid and further increase multilateral aid for basic education;
- d) within aid to basic education, allocate more to early childhood programmes, literacy, other programmes for youth and adults, and capacity development;
- e) improve the geographic distribution of aid to more closely reflect needs, involving a particular focus on sub-Saharan Africa, on fragile states and on increased participation in and support for the FTI Catalytic Fund.

Improving the delivery of aid requires more explicit attention to aligning and harmonizing aid behind country-led education sector plans, as stated in the Paris Declaration. This requires:

- a) further aligning all programmes, whatever their financing modalities, with government programmes, including through the FTI process and other sectorwide approaches;
- b) making longer-term commitments so that aid for basic education is more predictable and ministers of finance can approve major policy initiatives, such as hiring more teachers, in the knowledge that sustainable financing is in place;



- c) working with governments to improve their capacity to absorb larger amounts of aid at all levels of service delivery and improving aid in support of capacity development;
- d) reducing the transaction costs governments face in managing multiple aid agency partners, multiple aid missions and multiple reporting requirements.

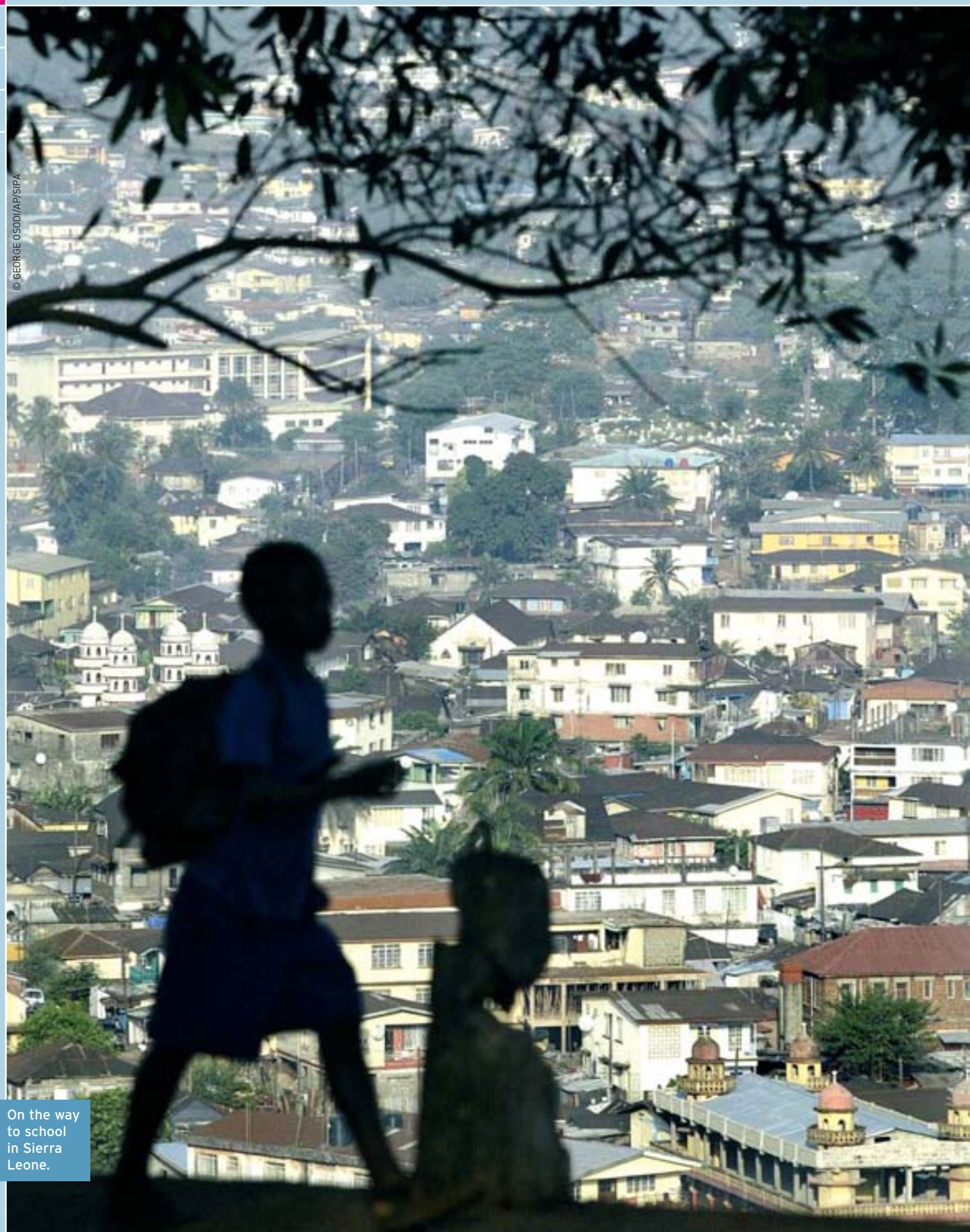
Increasing the quantity and quality of aid requires joint and integrated efforts of all international partners including major multilateral and bilateral agencies, and in particular UNESCO and the other Dakar convening agencies (UNDP, UNFPA, UNICEF and the World Bank). It is vital that such efforts fully involve developing country governments and civil society.

### Will we make it?

The evidence since Dakar is clear – determined national governments have made much progress in all regions, and increased aid aligned to national efforts has demonstrably worked to support this progress. We must maintain this momentum – and accelerate it if all the goals are to be met. Time is short. Only if all stakeholders now embrace and maintain a relentless focus on EFA as a whole, rallying around the key elements of inclusion, literacy, quality, capacity development and finance, will the right to education at every age be fulfilled. ■

**The evidence since Dakar is clear: determined national governments have made much progress, supported by aid**

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On the way  
to school  
in Sierra  
Leone.

# Annex

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# The Education for All Development Index

## Introduction

While each of the six EFA goals is individually important, it is also useful to have a means of indicating achievement of EFA as a whole. The EFA Development Index (EDI), a composite of relevant indicators, provides one way of doing so, at least for the four most easily quantifiable EFA goals: universal primary education (UPE), adult literacy, the quality of education and gender parity.

The two goals not yet included in the EDI are goals 1 and 3. Neither has a quantitative target for 2015. Goal 1 (early childhood care and education) is multidimensional and covers both the care and education aspects. The indicators currently available on this goal cannot easily be incorporated in the EDI because national data are insufficiently standardized and reliable, and comparable data are not available for most countries (see Chapter 2 and *EFA Global Monitoring Report 2007*). Goal 3 (learning needs of youth and adults) has not yet been sufficiently defined for quantitative measurement (see Chapter 2).

In accordance with the principle of considering each goal to be equally important, one indicator is used as a proxy measure for each of the four EDI components,<sup>1</sup> and each component is assigned equal weight in the overall index. The EDI value for a particular country is thus the arithmetic mean of the observed values for each component. Since the components are all expressed as percentages, the EDI value can vary from 0 to 100% or, when expressed as a ratio, from 0 to 1. The closer a country's EDI value is to the maximum, the greater the extent of its overall EFA achievement and the nearer the country is to the EFA goal as a whole.

### Choice of indicators as proxy measures of EDI components

In selecting indicators, relevance has to be balanced with data availability.

### Universal primary education

The UPE goal implies both universal access to and universal completion of primary education. However, while both access and participation at this level are relatively easy to measure, there is a lack of consensus on the definition of primary school completion. Therefore, the indicator selected to measure UPE achievement (goal 2) in the EDI is the total primary net enrolment ratio (NER), which reflects the percentage of primary-school-age children who are enrolled in either primary or secondary school. Its value varies from 0 to 100%. A NER of 100% means all eligible children are enrolled in school in a given school year, although not all of them will necessarily complete it.

### Adult literacy

The adult literacy rate is used as a proxy to measure progress towards the first part of goal 4.<sup>2</sup> This has its limitations. First, the adult literacy indicator, being a statement about the stock of human capital, is slow to change, and thus it could be argued that it is not a good 'leading indicator' of year-by-year progress. Second, the existing data on literacy are not entirely satisfactory. Most of them are based on 'conventional' non-tested methods that usually overestimate the level of literacy among individuals.<sup>3</sup> New methodologies, based on tests and on the definition of literacy as a continuum of skills, are being developed and applied in some countries to improve the quality of literacy data. Providing a new data series of good quality for even a majority of countries will take many years, however. The literacy rates now used are the best currently available internationally.

2. The first part of goal 4 is: 'Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women'. To enable progress towards this target to be monitored for all countries, whatever their current adult literacy level, it was decided as of the 2006 *EFA Global Monitoring Report* to interpret it in terms of a reduction in the adult illiteracy rate.

3. In most countries, particularly developing countries, current literacy data are derived from methods of self-declaration or third-party reporting (e.g. a household head responding on behalf of other household members) used in censuses or household surveys. In other cases, particularly as regards developed countries, they are based on education attainment proxies. Neither method is based on any test and both are subject to bias (overestimation of literacy), which affects the quality and accuracy of literacy data.

1. The EDI's gender component is itself a composite index.

### Quality of education

There is considerable debate about the concept of quality and how it should be measured. Several proxy indicators are generally used to measure quality of education, among them measures of students' learning outcomes, which are widely used for this purpose, particularly among countries at similar levels of development. However, measures of learning achievement are incomplete, as they do not include values, capacities and other non-cognitive skills that are also important aims of education (UNESCO, 2004b, pp. 43-4). They also tell nothing about the cognitive value added by schooling (as opposed to home background) or the distribution of ability among children enrolled in school.<sup>4</sup> Despite these drawbacks, learning outcomes would likely be the most appropriate single proxy for the average quality of education, but as comparable data are not yet available for a large number of countries, it is not yet possible to use them in the EDI.

Among the feasible proxy indicators available for a large number of countries, the survival rate to grade 5 seems to be the best available for the quality of education component of the EDI.<sup>5</sup> Figure 1 shows that there is

4. Strictly speaking, it would be necessary to compare average levels of cognitive achievement for pupils completing a given school grade across countries with similar levels and distributions of income and with similar levels of NER, so as to account for home background and ability cohort effects.

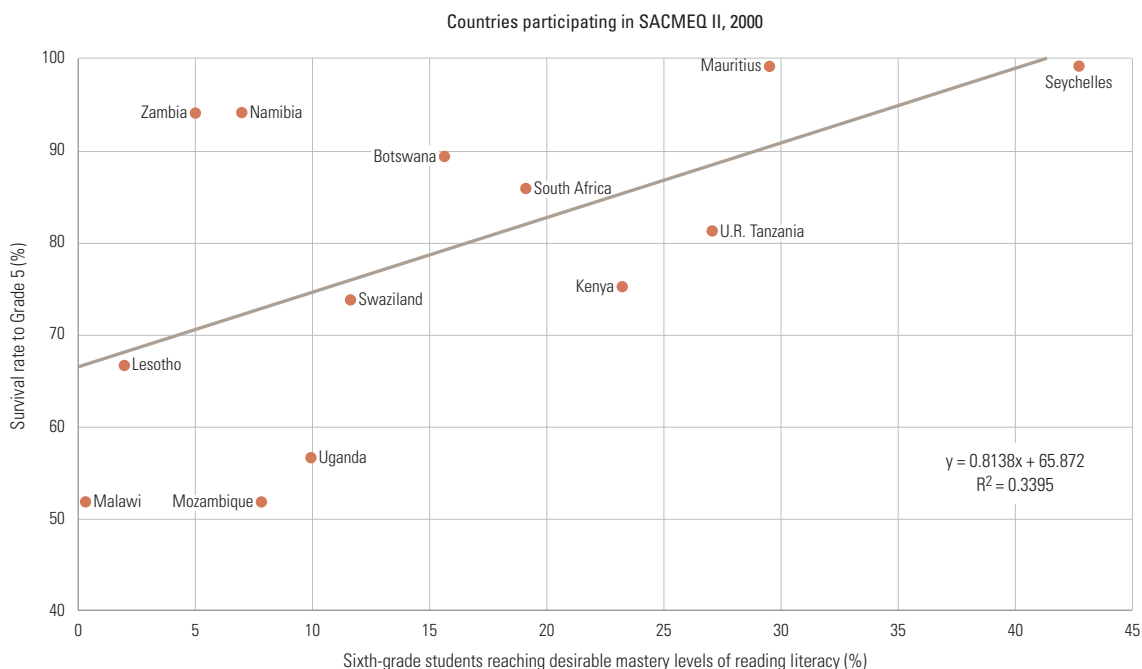
5. See *EFA Global Monitoring Report 2003/4*, Appendix 2, for background.

a clear positive link between such survival rates and educational achievement in sub-Saharan African countries participating in the second Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ II) assessment. The coefficient of correlation ( $R^2$ ) is around 34%. Education systems capable of retaining a larger proportion of their pupils to grade 5 tend to perform better, on average, on student assessment tests.

The survival rate to grade 5 is associated even more strongly with learning outcomes in lower secondary school. Figure 2 shows a coefficient of correlation of 41% in the results of the third Trends in International Mathematics and Science Study (TIMSS) and up to 80% in the Programme for International Student Assessment (PISA) study.

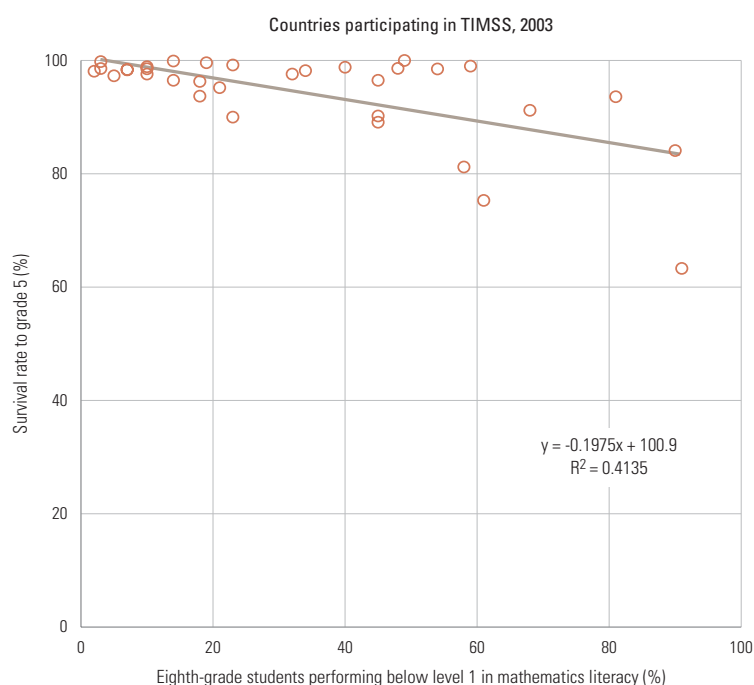
Another possible proxy indicator for quality is the pupil/teacher ratio (PTR). Among SACMEQ II countries, the association between this indicator and learning outcomes is higher (44%) than for survival rate to grade 5 (34%) – a ten percentage point difference. Many other studies, however, produce much more ambiguous evidence of the relationship between the PTR and learning outcomes (UNESCO, 2004b). In a multivariate context, PTRs are associated with higher learning outcomes in some studies, but not in many others. In addition, the relationship seems to vary by the level of mean test scores. For low levels of test scores, a decrease in the number of pupils per teacher has a positive

**Figure 1: Survival rate to grade 5 and learning outcomes at primary level, 2000**



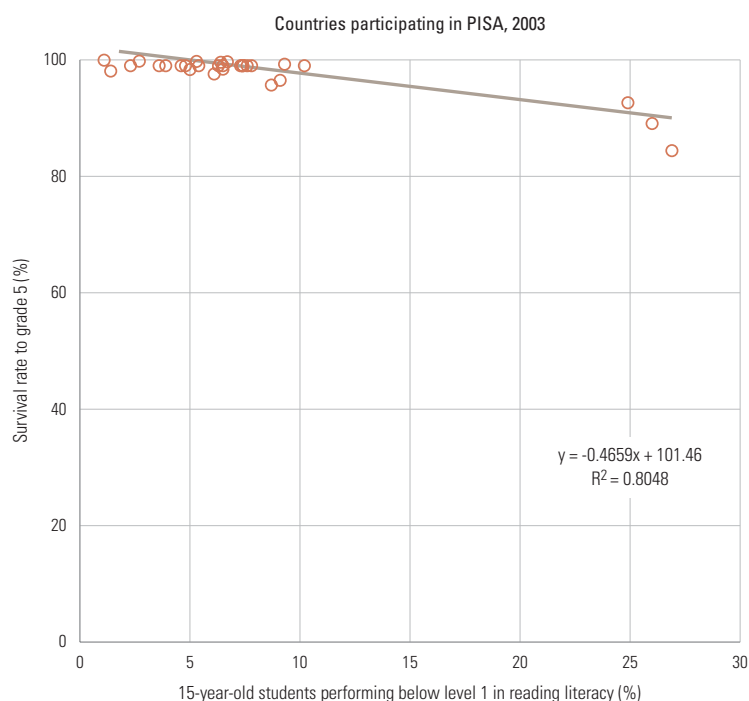
Sources: UIS calculation based on SACMEQ II database; UIS database for data on survival rate to grade 5.

**Figure 2: Survival rate to grade 5 and learning outcomes at lower secondary level, 2003**



Sources: Mullis et al. (2004); UIS database for data on survival rate to grade 5.

**Figure 2 (continued)**



Sources: OECD (2004c); UIS database for data on survival rate to grade 5.

impact on learning outcomes, but for higher levels of test scores, additional teachers, which lead to lower PTRs, have only limited impact. For these reasons, the survival rate was chosen as a safer proxy for learning outcomes and hence for the education quality component of the EDI.<sup>6</sup>

### Gender

The fourth EDI component is measured by a composite index, the gender-specific EFA index (GEI). Ideally, the GEI should reflect the whole gender-related EFA goal, which calls for 'eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality'. There are thus two subgoals: gender parity (achieving equal participation of girls and boys in primary and secondary education) and gender equality (ensuring that educational equality exists between boys and girls).

The first subgoal is measured by the gender parity indexes (GPIs) for the gross enrolment ratios (GERs) at primary and secondary levels. Measuring and monitoring the broader aspects of equality in education is difficult, as the 2003/4 Report demonstrated (UNESCO, 2003b). Essentially, outcome measures, disaggregated by sex, are needed for a range of educational levels. No such measures are available on an internationally comparable basis. As a step in that direction, however, the GEI includes gender parity for adult literacy. Thus, the GEI is calculated as a simple average of three GPIs: for the GER in primary education, for the GER in secondary education and for the adult literacy rate. This means the GEI does not fully reflect the equality aspect of the EFA gender goal.

The GPI, when expressed as the ratio of females to males in enrolment ratios or the literacy rate, can exceed unity when more girls/women than boys/men are enrolled or literate. For the purposes of the index, the F/M formula is inverted to M/F in cases where the GPI is higher than 1. This solves mathematically the problem of including the GEI in the EDI (where all components have a theoretical limit of 1, or 100%) while maintaining the GEI's ability to show gender disparity. Figure 3 shows how 'transformed GPIs' are arrived at to highlight gender disparities that disadvantage males. Once all three GPI values have been calculated and converted into 'transformed GPIs' (from 0 to 1) where needed, the composite GEI is obtained by calculating a simple average of the three GPIs, with each being weighted equally.

6. Another reason is that survival rates, like the other EDI components, but unlike PTRs, range from 0% to 100%. Therefore, the use of the survival rate to grade 5 in the EDI avoids a need to rescale the data.



Figure 4 illustrates the calculation for Lesotho, using data for the school year ending in 2005. The GPIs in primary education, secondary education and adult literacy were 0.998, 1.265 and 1.225, respectively, resulting in a GEI of 0.868.

GEI = 1/3 (primary GPI)

+ 1/3 (transformed secondary GPI)

+ 1/3 (transformed adult literacy GPI)

GEI = 1/3 [0.998] + 1/3 [0.791] + 1/3 [0.816] = 0.868

## Calculating the EDI

The EDI is the arithmetic mean of its four components: total primary NER, adult literacy rate, GEI and survival rate to grade 5. As a simple average, the EDI may mask important variations among its components: for example, results for goals on which a country has made less progress can offset its advances on others. Since all the EFA goals are equally important, a synthetic indicator such as the EDI is thus very useful to inform the policy debate on the prominence of all the EFA goals and to highlight the synergy among them.

Figure 5 illustrates the calculation of the EDI, again using Lesotho as an example. The total primary NER, adult literacy rate, value of the GEI and survival rate to grade 5 in 2005 were 0.870, 0.822, 0.868 and 0.733, respectively, resulting in an EDI of 0.824.

EDI = 1/4 (total primary NER)

+ 1/4 (adult literacy rate)

+ 1/4 (GEI)

+ 1/4 (survival rate to grade 5)

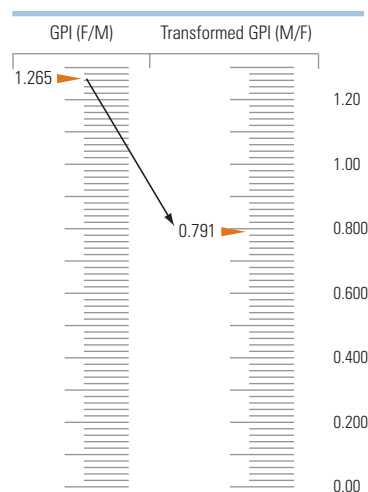
EDI = 1/4 [0.870] + 1/4 [0.822] + 1/4 [0.868] + 1/4 [0.733]  
= 0.824

## Data sources and country coverage

All data used to calculate the EDI for the school year ending in 2005 are from the statistical tables in this annex and the UNESCO Institute for Statistics (UIS) database, with one exception. Adult literacy data for some OECD countries that did not answer the UIS literacy survey are based on the results of the 2005 European Labour Force Survey.

Only the 129 countries with a complete set of the indicators required to calculate the EDI are included in this analysis (that is four more countries than in the 2007 Report, though). Many countries are thus not included in the EDI, including a number of fragile states. This fact, coupled with the exclusion of goal 1 and 3, means the EDI does not yet provide a fully comprehensive global overview of EFA achievement.

**Figure 3: Calculating the 'transformed' secondary education GPI**



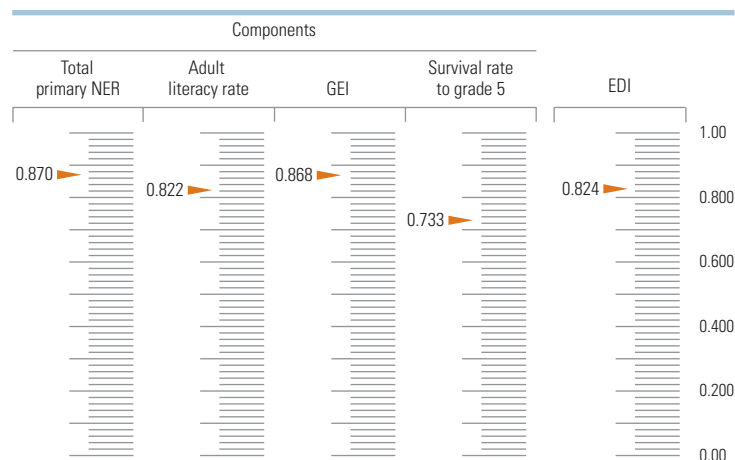
Example used: Lesotho

**Figure 4: Calculating the GEI**



Example used: Lesotho

**Figure 5: Calculating the EDI**



Example used: Lesotho

Table 1: The EFA Development Index and its components, 2005

| Ranking according to level of EDI | Countries/Territories            | EDI   | Total primary NER <sup>1</sup> | Adult literacy rate | Gender-specific EFA index (GEI) | Survival rate to grade 5 |
|-----------------------------------|----------------------------------|-------|--------------------------------|---------------------|---------------------------------|--------------------------|
| High EDI                          |                                  |       |                                |                     |                                 |                          |
| 1                                 | Norway <sup>2</sup>              | 0.995 | 0.981                          | 1.000               | 0.998                           | 1.000                    |
| 2                                 | United Kingdom <sup>2</sup>      | 0.995 | 1.000                          | 0.998               | 0.990                           | 0.990                    |
| 3                                 | Slovenia <sup>3</sup>            | 0.994 | 0.998                          | 0.997               | 0.994                           | 0.989                    |
| 4                                 | Sweden <sup>2</sup>              | 0.994 | 0.986                          | 1.000               | 0.999                           | 0.990                    |
| 5                                 | Republic of Korea <sup>4</sup>   | 0.993 | 0.996                          | 0.991               | 0.994                           | 0.991                    |
| 6                                 | Italy <sup>3</sup>               | 0.993 | 0.994                          | 0.988               | 0.991                           | 0.998                    |
| 7                                 | Kazakhstan <sup>3</sup>          | 0.992 | 0.990                          | 0.996               | 0.986                           | 0.995                    |
| 8                                 | Iceland <sup>2</sup>             | 0.991 | 0.987                          | 1.000               | 0.982                           | 0.997                    |
| 9                                 | France <sup>2</sup>              | 0.991 | 0.993                          | 0.987               | 0.995                           | 0.990                    |
| 10                                | Denmark <sup>2</sup>             | 0.991 | 0.985                          | 1.000               | 0.989                           | 0.990                    |
| 11                                | Finland <sup>2</sup>             | 0.990 | 0.983                          | 1.000               | 0.983                           | 0.995                    |
| 12                                | Netherlands <sup>2</sup>         | 0.989 | 0.987                          | 0.987               | 0.986                           | 0.998                    |
| 13                                | Belgium <sup>2</sup>             | 0.989 | 0.990                          | 0.990               | 0.986                           | 0.990                    |
| 14                                | Barbados <sup>4</sup>            | 0.988 | 0.976                          | 0.993               | 0.999                           | 0.983                    |
| 15                                | Cyprus <sup>3</sup>              | 0.988 | 0.997                          | 0.974               | 0.984                           | 0.996                    |
| 16                                | Estonia <sup>3</sup>             | 0.987 | 0.974                          | 0.998               | 0.986                           | 0.988                    |
| 17                                | Austria <sup>2</sup>             | 0.986 | 0.969                          | 1.000               | 0.984                           | 0.990                    |
| 18                                | Spain <sup>2</sup>               | 0.986 | 0.994                          | 0.978               | 0.971                           | 1.000                    |
| 19                                | Switzerland <sup>2</sup>         | 0.985 | 0.976                          | 1.000               | 0.974                           | 0.990                    |
| 20                                | Poland <sup>2</sup>              | 0.983 | 0.965                          | 0.983               | 0.992                           | 0.993                    |
| 21                                | Greece <sup>3</sup>              | 0.983 | 0.991                          | 0.969               | 0.983                           | 0.990                    |
| 22                                | Israel <sup>2</sup>              | 0.983 | 0.975                          | 0.971               | 0.986                           | 0.999                    |
| 23                                | Cuba                             | 0.983 | 0.979                          | 0.998               | 0.983                           | 0.971                    |
| 24                                | Hungary <sup>2</sup>             | 0.982 | 0.958                          | 1.000               | 0.991                           | 0.980                    |
| 25                                | Ireland <sup>2</sup>             | 0.981 | 0.963                          | 0.994               | 0.968                           | 0.998                    |
| 26                                | Aruba                            | 0.980 | 0.995                          | 0.973               | 0.976                           | 0.975                    |
| 27                                | Argentina <sup>3</sup>           | 0.979 | 0.995                          | 0.974               | 0.976                           | 0.969                    |
| 28                                | Georgia <sup>4</sup>             | 0.976 | 0.931                          | 0.998               | 0.993                           | 0.982                    |
| 29                                | TFYR Macedonia <sup>3</sup>      | 0.975 | 0.972                          | 0.967               | 0.980                           | 0.982                    |
| 30                                | Kyrgyzstan <sup>3</sup>          | 0.974 | 0.946                          | 0.992               | 0.991                           | 0.969                    |
| 31                                | Croatia <sup>3</sup>             | 0.974 | 0.931                          | 0.984               | 0.986                           | 0.996                    |
| 32                                | Seychelles                       | 0.974 | 0.995                          | 0.918               | 0.991                           | 0.991                    |
| 33                                | Czech Republic <sup>2</sup>      | 0.973 | 0.922                          | 0.999               | 0.989                           | 0.984                    |
| 34                                | Lithuania <sup>3</sup>           | 0.972 | 0.917                          | 0.997               | 0.996                           | 0.979                    |
| 35                                | Tajikistan <sup>3</sup>          | 0.970 | 0.974                          | 0.996               | 0.930                           | 0.980                    |
| 36                                | Slovakia <sup>2</sup>            | 0.970 | 0.917                          | 0.996               | 0.991                           | 0.974                    |
| 37                                | Chile <sup>3</sup>               | 0.969 | 0.941                          | 0.963               | 0.981                           | 0.990                    |
| 38                                | Romania <sup>3</sup>             | 0.968 | 0.962                          | 0.975               | 0.986                           | 0.949                    |
| 39                                | Belarus <sup>3</sup>             | 0.968 | 0.899                          | 0.997               | 0.985                           | 0.993                    |
| 40                                | Portugal <sup>3</sup>            | 0.967 | 0.995                          | 0.938               | 0.943                           | 0.990                    |
| 41                                | Latvia <sup>3</sup>              | 0.966 | 0.899                          | 0.998               | 0.986                           | 0.982                    |
| 42                                | Fiji <sup>4</sup>                | 0.966 | 0.987                          | 0.929               | 0.960                           | 0.987                    |
| 43                                | Brunei Darussalam                | 0.965 | 0.969                          | 0.927               | 0.967                           | 0.995                    |
| 44                                | Luxembourg <sup>2</sup>          | 0.964 | 0.965                          | 0.990               | 0.980                           | 0.920                    |
| 45                                | Bahamas <sup>4</sup>             | 0.964 | 0.914                          | 0.958               | 0.991                           | 0.991                    |
| 46                                | Bulgaria <sup>3</sup>            | 0.958 | 0.947                          | 0.983               | 0.977                           | 0.923                    |
| 47                                | Trinidad and Tobago <sup>3</sup> | 0.954 | 0.948                          | 0.984               | 0.975                           | 0.910                    |
| 48                                | Mexico                           | 0.953 | 0.998                          | 0.916               | 0.961                           | 0.938                    |
| 49                                | Albania <sup>3</sup>             | 0.953 | 0.940                          | 0.989               | 0.982                           | 0.899                    |
| 50                                | Bahrain <sup>3</sup>             | 0.952 | 0.983                          | 0.875               | 0.962                           | 0.989                    |
| 51                                | Azerbaijan <sup>3</sup>          | 0.950 | 0.846                          | 0.993               | 0.980                           | 0.981                    |
| Medium EDI                        |                                  |       |                                |                     |                                 |                          |
| 52                                | Malta <sup>3</sup>               | 0.949 | 0.920                          | 0.910               | 0.975                           | 0.993                    |
| 53                                | Armenia <sup>3</sup>             | 0.949 | 0.862                          | 0.994               | 0.975                           | 0.963                    |
| 54                                | Uruguay <sup>3</sup>             | 0.948 | 0.962                          | 0.976               | 0.943                           | 0.912                    |
| 55                                | Jordan                           | 0.947 | 0.926                          | 0.911               | 0.963                           | 0.988                    |
| 56                                | Malaysia <sup>3</sup>            | 0.945 | 0.954                          | 0.904               | 0.938                           | 0.984                    |
| 57                                | Saint Lucia <sup>4</sup>         | 0.942 | 0.979                          | 0.901               | 0.928                           | 0.960                    |
| 58                                | Republic of Moldova <sup>3</sup> | 0.940 | 0.882                          | 0.991               | 0.982                           | 0.907                    |
| 59                                | Mauritius <sup>3</sup>           | 0.940 | 0.951                          | 0.866               | 0.973                           | 0.970                    |
| 60                                | Kuwait                           | 0.939 | 0.865                          | 0.933               | 0.963                           | 0.994                    |
| 61                                | Macao, China                     | 0.938 | 0.909                          | 0.913               | 0.935                           | 0.997                    |
| 62                                | Indonesia                        | 0.935 | 0.983                          | 0.904               | 0.959                           | 0.895                    |
| 63                                | Panama <sup>3</sup>              | 0.934 | 0.991                          | 0.931               | 0.963                           | 0.853                    |
| 64                                | Venezuela                        | 0.931 | 0.928                          | 0.930               | 0.953                           | 0.914                    |
| 65                                | Peru                             | 0.931 | 0.992                          | 0.879               | 0.954                           | 0.900                    |

Table 1

Table 1 (continued)

| Ranking according to level of EDI | Countries/Territories              | EDI   | Total primary NER <sup>1</sup> | Adult literacy rate | Gender-specific EFA index (GEI) | Survival rate to grade 5 |
|-----------------------------------|------------------------------------|-------|--------------------------------|---------------------|---------------------------------|--------------------------|
| <b>Medium EDI</b>                 |                                    |       |                                |                     |                                 |                          |
| 66                                | Mongolia <sup>3</sup>              | 0.929 | 0.880                          | 0.975               | 0.952                           | 0.909                    |
| 67                                | Tonga <sup>3</sup>                 | 0.926 | 0.981                          | 0.992               | 0.958                           | 0.772                    |
| 68                                | St Vincent/Grenad. <sup>4</sup>    | 0.926 | 0.924                          | 0.997               | 0.901                           | 0.880                    |
| 69                                | Palestinian A. T.                  | 0.923 | 0.840                          | 0.924               | 0.948                           | 0.981                    |
| 70                                | Lebanon <sup>4</sup>               | 0.921 | 0.943                          | 0.883               | 0.923                           | 0.932                    |
| 71                                | Ecuador <sup>3</sup>               | 0.917 | 0.994                          | 0.923               | 0.991                           | 0.763                    |
| 72                                | Bolivia <sup>3</sup>               | 0.913 | 0.965                          | 0.887               | 0.950                           | 0.848                    |
| 73                                | Grenada <sup>4</sup>               | 0.912 | 0.865                          | 0.980               | 0.976                           | 0.826                    |
| 74                                | Maldives <sup>3</sup>              | 0.910 | 0.797                          | 0.969               | 0.952                           | 0.921                    |
| 75                                | Paraguay <sup>3</sup>              | 0.902 | 0.882                          | 0.935               | 0.978                           | 0.812                    |
| 76                                | Brazil <sup>3</sup>                | 0.901 | 0.964                          | 0.892               | 0.943                           | 0.805                    |
| 77                                | Turkey                             | 0.901 | 0.894                          | 0.874               | 0.866                           | 0.969                    |
| 78                                | Colombia                           | 0.899 | 0.899                          | 0.928               | 0.961                           | 0.809                    |
| 79                                | Viet Nam                           | 0.899 | 0.878                          | 0.903               | 0.945                           | 0.868                    |
| 80                                | Tunisia                            | 0.896 | 0.981                          | 0.743               | 0.889                           | 0.970                    |
| 81                                | United Arab Emirates <sup>3</sup>  | 0.896 | 0.760                          | 0.887               | 0.969                           | 0.968                    |
| 82                                | Philippines                        | 0.893 | 0.944                          | 0.926               | 0.955                           | 0.749                    |
| 83                                | South Africa <sup>3</sup>          | 0.892 | 0.920                          | 0.866               | 0.958                           | 0.824                    |
| 84                                | Dominican Republic <sup>3</sup>    | 0.892 | 0.895                          | 0.892               | 0.923                           | 0.858                    |
| 85                                | Sao Tome and Principe <sup>3</sup> | 0.891 | 0.999                          | 0.875               | 0.929                           | 0.763                    |
| 86                                | Botswana <sup>3</sup>              | 0.890 | 0.866                          | 0.813               | 0.977                           | 0.905                    |
| 87                                | Algeria <sup>3</sup>               | 0.890 | 0.990                          | 0.737               | 0.877                           | 0.956                    |
| 88                                | Cape Verde <sup>3</sup>            | 0.890 | 0.908                          | 0.812               | 0.913                           | 0.925                    |
| 89                                | Jamaica                            | 0.885 | 0.907                          | 0.799               | 0.943                           | 0.890                    |
| 90                                | Iran, Islamic Republic of          | 0.883 | 0.954                          | 0.824               | 0.877                           | 0.878                    |
| 91                                | Egypt                              | 0.883 | 0.972                          | 0.714               | 0.859                           | 0.986                    |
| 92                                | Oman                               | 0.881 | 0.777                          | 0.814               | 0.934                           | 1.000                    |
| 93                                | Saudi Arabia                       | 0.881 | 0.780                          | 0.829               | 0.943                           | 0.971                    |
| 94                                | Myanmar                            | 0.866 | 0.902                          | 0.899               | 0.963                           | 0.699                    |
| 95                                | El Salvador <sup>3</sup>           | 0.854 | 0.948                          | 0.806               | 0.967                           | 0.694                    |
| 96                                | Namibia <sup>3</sup>               | 0.848 | 0.716                          | 0.871               | 0.947                           | 0.861                    |
| 97                                | Honduras <sup>3</sup>              | 0.848 | 0.937                          | 0.823               | 0.931                           | 0.700                    |
| 98                                | Zimbabwe <sup>3</sup>              | 0.837 | 0.825                          | 0.888               | 0.938                           | 0.697                    |
| 99                                | Swaziland                          | 0.830 | 0.803                          | 0.796               | 0.956                           | 0.768                    |
| 100                               | Kenya                              | 0.824 | 0.793                          | 0.736               | 0.939                           | 0.829                    |
| 101                               | Lesotho                            | 0.824 | 0.871                          | 0.822               | 0.868                           | 0.733                    |
| 102                               | Guatemala <sup>3</sup>             | 0.812 | 0.956                          | 0.718               | 0.894                           | 0.680                    |
| 103                               | Cambodia                           | 0.807 | 0.989                          | 0.736               | 0.871                           | 0.631                    |
| 104                               | Nicaragua <sup>3</sup>             | 0.804 | 0.937                          | 0.801               | 0.943                           | 0.535                    |
| <b>Low EDI</b>                    |                                    |       |                                |                     |                                 |                          |
| 105                               | India <sup>3</sup>                 | 0.797 | 0.946                          | 0.641               | 0.811                           | 0.789                    |
| 106                               | Iraq                               | 0.793 | 0.877                          | 0.741               | 0.750                           | 0.806                    |
| 107                               | Bangladesh <sup>3</sup>            | 0.759 | 0.976                          | 0.505               | 0.906                           | 0.651                    |
| 108                               | Lao PDR <sup>3</sup>               | 0.750 | 0.836                          | 0.714               | 0.820                           | 0.630                    |
| 109                               | Morocco                            | 0.740 | 0.863                          | 0.523               | 0.782                           | 0.792                    |
| 110                               | Nepal <sup>3</sup>                 | 0.734 | 0.801                          | 0.539               | 0.810                           | 0.785                    |
| 111                               | Nigeria <sup>3</sup>               | 0.734 | 0.696                          | 0.691               | 0.822                           | 0.726                    |
| 112                               | Malawi <sup>3</sup>                | 0.734 | 0.952                          | 0.700               | 0.862                           | 0.421                    |
| 113                               | Ghana <sup>3</sup>                 | 0.714 | 0.704                          | 0.635               | 0.886                           | 0.633                    |
| 114                               | Rwanda                             | 0.688 | 0.740                          | 0.649               | 0.904                           | 0.458                    |
| 115                               | Togo                               | 0.681 | 0.809                          | 0.532               | 0.638                           | 0.746                    |
| 116                               | Mauritania <sup>3</sup>            | 0.666 | 0.726                          | 0.543               | 0.858                           | 0.529                    |
| 117                               | Burundi                            | 0.665 | 0.607                          | 0.593               | 0.792                           | 0.669                    |
| 118                               | Senegal                            | 0.651 | 0.719                          | 0.393               | 0.763                           | 0.730                    |
| 119                               | Yemen <sup>3</sup>                 | 0.650 | 0.758                          | 0.541               | 0.570                           | 0.732                    |
| 120                               | Pakistan                           | 0.640 | 0.681                          | 0.499               | 0.684                           | 0.697                    |
| 121                               | Eritrea <sup>4</sup>               | 0.634 | 0.477                          | 0.576               | 0.691                           | 0.791                    |
| 122                               | Mozambique <sup>3</sup>            | 0.631 | 0.772                          | 0.431               | 0.696                           | 0.624                    |
| 123                               | Ethiopia                           | 0.616 | 0.695                          | 0.359               | 0.761                           | 0.733                    |
| 124                               | Benin <sup>3</sup>                 | 0.583 | 0.803                          | 0.390               | 0.624                           | 0.516                    |
| 125                               | Guinea                             | 0.579 | 0.662                          | 0.295               | 0.599                           | 0.760                    |
| 126                               | Mali <sup>3</sup>                  | 0.559 | 0.509                          | 0.225               | 0.635                           | 0.869                    |
| 127                               | Burkina Faso                       | 0.531 | 0.455                          | 0.236               | 0.678                           | 0.755                    |
| 128                               | Niger                              | 0.480 | 0.399                          | 0.287               | 0.588                           | 0.648                    |
| 129                               | Chad                               | 0.409 | 0.612                          | 0.257               | 0.437                           | 0.332                    |

Note: Data in blue indicate that gender disparities are at the expense of boys or men, particularly at secondary level.

1. Total primary NER includes children of primary school age who are enrolled in either primary or secondary schools.

2. The adult literacy rate is a proxy measure based on educational attainment; that is, the proportion of the adult population with at least a complete primary education.

3. Adult literacy rates are UIS annual literacy estimates. The estimates were generated using the UIS Global Age-specific Literacy Projections model.

4. Adult literacy rates are unofficial UIS estimates.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UIS database; proxy literacy measure for European countries: European Commission, European Labour Force Survey (2005).

Table 2: Countries ranked according to value of EDI and components, 2005

| Countries/<br>Territories         | EDI | Total<br>primary<br>NER <sup>1</sup> | Adult<br>literacy<br>rate | Gender-<br>specific<br>EFA index<br>(GEI) | Survival<br>rate to<br>grade 5 |
|-----------------------------------|-----|--------------------------------------|---------------------------|---|--------------------------------|
| <b>High EDI</b>                   |     |                                      |                           |   |                                |
| Norway <sup>2</sup>               | 1   | 32                                   | 1                         | 3   | 2                              |
| United Kingdom <sup>2</sup>       | 2   | 1                                    | 10                        | 17  | 22                             |
| Slovenia <sup>3</sup>             | 3   | 3                                    | 18                        | 7   | 32                             |
| Sweden <sup>2</sup>               | 4   | 25                                   | 1                         | 2   | 22                             |
| Republic of Korea <sup>4</sup>    | 5   | 6                                    | 28                        | 6   | 21                             |
| Italy <sup>3</sup>                | 6   | 11                                   | 33                        | 14  | 6                              |
| Kazakhstan <sup>3</sup>           | 7   | 18                                   | 21                        | 25  | 13                             |
| Iceland <sup>2</sup>              | 8   | 22                                   | 1                         | 34  | 8                              |
| France <sup>2</sup>               | 9   | 14                                   | 34                        | 5   | 22                             |
| Denmark <sup>2</sup>              | 10  | 26                                   | 1                         | 19  | 22                             |
| Finland <sup>2</sup>              | 11  | 29                                   | 1                         | 32  | 14                             |
| Netherlands <sup>2</sup>          | 12  | 23                                   | 35                        | 27  | 5                              |
| Belgium <sup>2</sup>              | 13  | 19                                   | 30                        | 24  | 22                             |
| Barbados <sup>4</sup>             | 14  | 35                                   | 24                        | 1   | 40                             |
| Cyprus <sup>3</sup>               | 15  | 5                                    | 46                        | 29  | 10                             |
| Estonia <sup>3</sup>              | 16  | 40                                   | 12                        | 22  | 34                             |
| Austria <sup>2</sup>              | 17  | 43                                   | 1                         | 30  | 22                             |
| Spain <sup>2</sup>                | 18  | 12                                   | 41                        | 52  | 3                              |
| Switzerland <sup>2</sup>          | 19  | 36                                   | 1                         | 50  | 22                             |
| Poland <sup>2</sup>               | 20  | 45                                   | 39                        | 9   | 17                             |
| Greece <sup>3</sup>               | 21  | 16                                   | 49                        | 31  | 31                             |
| Israel <sup>2</sup>               | 22  | 38                                   | 48                        | 26  | 4                              |
| Cuba                              | 23  | 34                                   | 11                        | 33  | 51                             |
| Hungary <sup>2</sup>              | 24  | 52                                   | 1                         | 15  | 46                             |
| Ireland <sup>2</sup>              | 25  | 49                                   | 23                        | 54  | 7                              |
| Aruba                             | 26  | 7                                    | 47                        | 46  | 49                             |
| Argentina <sup>3</sup>            | 27  | 10                                   | 45                        | 44  | 55                             |
| Georgia <sup>4</sup>              | 28  | 69                                   | 14                        | 8   | 42                             |
| TFYR Macedonia <sup>3</sup>       | 29  | 41                                   | 51                        | 39  | 41                             |
| Kyrgyzstan <sup>3</sup>           | 30  | 61                                   | 26                        | 13  | 57                             |
| Croatia <sup>3</sup>              | 31  | 70                                   | 36                        | 23  | 11                             |
| Seychelles                        | 32  | 9                                    | 65                        | 10  | 19                             |
| Czech Republic <sup>2</sup>       | 33  | 74                                   | 9                         | 18  | 38                             |
| Lithuania <sup>3</sup>            | 34  | 78                                   | 16                        | 4   | 48                             |
| Tajikistan <sup>3</sup>           | 35  | 39                                   | 20                        | 90  | 47                             |
| Slovakia <sup>2</sup>             | 36  | 77                                   | 19                        | 11  | 50                             |
| Chile <sup>3</sup>                | 37  | 65                                   | 52                        | 37  | 30                             |
| Romania <sup>3</sup>              | 38  | 50                                   | 43                        | 20  | 62                             |
| Belarus <sup>3</sup>              | 39  | 86                                   | 17                        | 28  | 18                             |
| Portugal <sup>3</sup>             | 40  | 8                                    | 54                        | 79  | 22                             |
| Latvia <sup>3</sup>               | 41  | 84                                   | 13                        | 21  | 43                             |
| Fiji <sup>4</sup>                 | 42  | 24                                   | 59                        | 64  | 36                             |
| Brunei Darussalam                 | 43  | 44                                   | 61                        | 55  | 12                             |
| Luxembourg <sup>2</sup>           | 44  | 46                                   | 31                        | 40  | 68                             |
| Bahamas <sup>4</sup>              | 45  | 79                                   | 53                        | 12  | 20                             |
| Bulgaria <sup>3</sup>             | 46  | 60                                   | 38                        | 42  | 66                             |
| Trinidad and Tobago <sup>3</sup>  | 47  | 59                                   | 37                        | 47  | 71                             |
| Mexico                            | 48  | 4                                    | 66                        | 63  | 63                             |
| Albania <sup>3</sup>              | 49  | 66                                   | 32                        | 35  | 76                             |
| Bahrain <sup>3</sup>              | 50  | 27                                   | 82                        | 61  | 33                             |
| Azerbaijan <sup>3</sup>           | 51  | 100                                  | 25                        | 38  | 44                             |
| <b>Medium EDI</b>                 |     |                                      |                           |   |                                |
| Malta <sup>3</sup>                | 52  | 76                                   | 69                        | 49  | 16                             |
| Armenia <sup>3</sup>              | 53  | 99                                   | 22                        | 48  | 59                             |
| Uruguay <sup>3</sup>              | 54  | 51                                   | 42                        | 81  | 70                             |
| Jordan                            | 55  | 72                                   | 68                        | 59  | 35                             |
| Malaysia <sup>3</sup>             | 56  | 54                                   | 70                        | 86  | 39                             |
| Saint Lucia <sup>4</sup>          | 57  | 33                                   | 73                        | 92  | 60                             |
| Republic of Moldova <sup>3</sup>  | 58  | 89                                   | 29                        | 36  | 73                             |
| Mauritius <sup>3</sup>            | 59  | 57                                   | 86                        | 51  | 54                             |
| Kuwait                            | 60  | 96                                   | 56                        | 57  | 15                             |
| Macao, China                      | 61  | 80                                   | 67                        | 87  | 9                              |
| Indonesia                         | 62  | 28                                   | 71                        | 65  | 77                             |
| Panama <sup>3</sup>               | 63  | 17                                   | 57                        | 58  | 85                             |
| Venezuela                         | 64  | 71                                   | 58                        | 71  | 69                             |
| Peru                              | 65  | 15                                   | 81                        | 70  | 75                             |
| <b>Medium EDI</b>                 |     |                                      |                           |   |                                |
| Mongolia <sup>3</sup>             | 66  | 91                                   | 44                        | 72  | 72                             |
| Tonga <sup>3</sup>                | 67  | 30                                   | 27                        | 67  | 98                             |
| St Vincent/Grenad. <sup>4</sup>   | 68  | 73                                   | 15                        | 98  | 79                             |
| Palestinian A. T.                 | 69  | 101                                  | 63                        | 75  | 45                             |
| Lebanon <sup>4</sup>              | 70  | 64                                   | 80                        | 93  | 64                             |
| Ecuador <sup>3</sup>              | 71  | 13                                   | 64                        | 16  | 101                            |
| Bolivia <sup>3</sup>              | 72  | 47                                   | 78                        | 74  | 86                             |
| Grenada <sup>4</sup>              | 73  | 97                                   | 40                        | 45  | 88                             |
| Maldives <sup>3</sup>             | 74  | 108                                  | 50                        | 73  | 67                             |
| Paraguay <sup>3</sup>             | 75  | 90                                   | 55                        | 41  | 90                             |
| Brazil <sup>3</sup>               | 76  | 48                                   | 75                        | 82  | 93                             |
| Turkey                            | 77  | 88                                   | 84                        | 106                                       | 56                             |
| Colombia                          | 78  | 85                                   | 60                        | 62  | 91                             |
| Viet Nam                          | 79  | 92                                   | 72                        | 77  | 82                             |
| Tunisia                           | 80  | 31                                   | 99                        | 100                                       | 53                             |
| United Arab Emirates <sup>3</sup> | 81  | 113                                  | 79                        | 53  | 58                             |
| Philippines                       | 82  | 63                                   | 62                        | 69  | 104                            |
| South Africa <sup>3</sup>         | 83  | 75                                   | 87                        | 66  | 89                             |
| Dominican Republic <sup>3</sup>   | 84  | 87                                   | 76                        | 94  | 84                             |
| Sao Tome/Principe <sup>3</sup>    | 85  | 2                                    | 83                        | 91  | 100                            |
| Botswana <sup>3</sup>             | 86  | 95                                   | 93                        | 43  | 74                             |
| Algeria <sup>3</sup>              | 87  | 20                                   | 101                       | 103                                       | 61                             |
| Cape Verde <sup>3</sup>           | 88  | 81                                   | 94                        | 95  | 65                             |
| Jamaica                           | 89  | 82                                   | 97                        | 83  | 78                             |
| Iran, Isl. Rep.                   | 90  | 55                                   | 89                        | 102                                       | 80                             |
| Egypt                             | 91  | 42                                   | 106                       | 108                                       | 37                             |
| Oman                              | 92  | 111                                  | 92                        | 88  | 1                              |
| Saudi Arabia                      | 93  | 110                                  | 88                        | 80  | 52                             |
| Myanmar                           | 94  | 83                                   | 74                        | 60  | 112                            |
| El Salvador <sup>3</sup>          | 95  | 58                                   | 95                        | 56  | 115                            |
| Namibia <sup>3</sup>              | 96  | 118                                  | 85                        | 76  | 83                             |
| Honduras <sup>3</sup>             | 97  | 67                                   | 90                        | 89  | 111                            |
| Zimbabwe <sup>3</sup>             | 98  | 103                                  | 77                        | 85  | 114                            |
| Swaziland                         | 99  | 106                                  | 98                        | 68  | 99                             |
| Kenya                             | 100 | 109                                  | 102                       | 84  | 87                             |
| Lesotho                           | 101 | 94                                   | 91                        | 105                                       | 106                            |
| Guatemala <sup>3</sup>            | 102 | 53                                   | 104                       | 99  | 116                            |
| Cambodia                          | 103 | 21                                   | 103                       | 104                                       | 121                            |
| Nicaragua <sup>3</sup>            | 104 | 68                                   | 96                        | 78  | 124                            |
| <b>Low EDI</b>                    |     |                                      |                           |   |                                |
| India <sup>3</sup>                | 105 | 62                                   | 110                       | 112                                       | 96                             |
| Iraq                              | 106 | 93                                   | 100                       | 118                                       | 92                             |
| Bangladesh <sup>3</sup>           | 107 | 37                                   | 119                       | 96  | 118                            |
| Lao PRD <sup>3</sup>              | 108 | 102                                  | 105                       | 111                                       | 122                            |
| Morocco                           | 109 | 98                                   | 118                       | 115                                       | 94                             |
| Nepal <sup>3</sup>                | 110 | 107                                  | 116                       | 113                                       | 97                             |
| Nigeria <sup>3</sup>              | 111 | 120                                  | 108                       | 110                                       | 110                            |
| Malawi <sup>3</sup>               | 112 | 56                                   | 107                       | 107                                       | 128                            |
| Ghana <sup>3</sup>                | 113 | 119                                  | 111                       | 101                                       | 120                            |
| Rwanda                            | 114 | 115                                  | 109                       | 97  | 127                            |
| Togo                              | 115 | 104                                  | 117                       | 123                                       | 105                            |
| Mauritania <sup>3</sup>           | 116 | 116                                  | 114                       | 109                                       | 125                            |
| Burundi                           | 117 | 125                                  | 112                       | 114                                       | 117                            |
| Senegal                           | 118 | 117                                  | 122                       | 116                                       | 109                            |
| Yemen <sup>3</sup>                | 119 | 114                                  | 115                       | 128                                       | 108                            |
| Pakistan                          | 120 | 122                                  | 120                       | 121                                       | 113                            |
| Eritrea <sup>4</sup>              | 121 | 127                                  | 113                       | 120                                       | 95                             |
| Mozambique <sup>3</sup>           | 122 | 112                                  | 121                       | 119                                       | 123                            |
| Ethiopia                          | 123 | 121                                  | 124                       | 117                                       | 107                            |
| Benin <sup>3</sup>                | 124 | 105                                  | 123                       | 125                                       | 126                            |
| Guinea                            | 125 | 123                                  | 125                       | 126                                       | 102                            |
| Mali <sup>3</sup>                 | 126 | 126                                  | 129                       | 124                                       | 81                             |
| Burkina Faso                      | 127 | 128                                  | 128                       | 122                                       | 103                            |
| Niger                             | 128 | 129                                  | 126                       | 127                                       | 119                            |
| Chad                              | 129 | 124                                  | 127                       | 129                                       | 129                            |

Notes:

1. Total primary NER includes children of primary school age who are enrolled in either primary or secondary schools.
2. The adult literacy rate is a proxy measure based on educational attainment; that is, the proportion of the adult population with at least a complete primary education.
3. Adult literacy rates are UIS annual literacy estimates. The estimates were generated using the UIS Global Age-specific Literacy Projections model.
4. Adult literacy rates are unofficial UIS estimates.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UNESCO Institute for Statistics database; proxy literacy measure for European countries: European Commission, European Labour Force Survey (2005).

Table 3: Change in EDI and its components between 1999 and 2005

| Countries/<br>Territories         | EFA Development Index |       | Variation<br>1999-2005<br>(in relative<br>terms) | Change in EDI components between 1999 and 2005 (% in relative terms) |                             |                                       |                                |
|-----------------------------------|-----------------------|-------|--|--|-----------------------------|---------------------------------------|--------------------------------|
|                                   | 1999                  | 2005  |  | Total primary<br>NER <sup>1</sup><br>%                               | Adult<br>literacy rate<br>% | Gender-specific<br>EFA index<br>(GEI) | Survival<br>rate to<br>grade 5 |
| Italy <sup>2</sup>                | 0.984                 | 0.993 | 0.9  | -0.3   | 0.4                         | 0.1                                   | 3.3                            |
| Cyprus <sup>2</sup>               | 0.971                 | 0.988 | 1.7  | 1.7  | 0.6                         | 0.8                                   | 3.6                            |
| Estonia <sup>2</sup>              | 0.991                 | 0.987 | -0.4   | -2.4   | 0.0                         | 1.1                                   | -0.3                           |
| Cuba                              | 0.975                 | 0.983 | 0.8  | -1.7   | 0.0                         | 1.6                                   | 3.6                            |
| Hungary <sup>3</sup>              | 0.981                 | 0.982 | 0.1  | -1.2   | 0.0                         | 0.2                                   | 1.3                            |
| Aruba                             | 0.974                 | 0.980 | 0.6  | 1.6  | 0.0                         | 0.1                                   | 0.7                            |
| Argentina <sup>2</sup>            | 0.963                 | 0.979 | 1.7  | -0.3   | 0.3                         | -0.2                                  | 7.4                            |
| TFYR Macedonia <sup>2</sup>       | 0.979                 | 0.975 | -0.3   | -1.7   | 0.6                         | 1.0                                   | -1.2                           |
| Kyrgyzstan <sup>2</sup>           | 0.965                 | 0.974 | 1.0  | 0.4  | 0.5                         | 0.6                                   | 2.5                            |
| Croatia <sup>2</sup>              | 0.970                 | 0.974 | 0.5  | 1.3  | 0.3                         | 0.5                                   | -0.1                           |
| Lithuania <sup>2</sup>            | 0.990                 | 0.972 | -1.8   | -6.5   | 0.0                         | 0.5                                   | -1.4                           |
| Romania <sup>2</sup>              | 0.978                 | 0.968 | -1.0   | -3.7   | 0.2                         | 0.4                                   | -0.8                           |
| Fiji <sup>4</sup>                 | 0.937                 | 0.966 | 3.1  | -0.3   | 0.0                         | 0.7                                   | 12.9                           |
| Bulgaria <sup>2</sup>             | 0.970                 | 0.958 | -1.3   | -4.1   | 0.1                         | -0.4                                  | -0.7                           |
| Albania <sup>2</sup>              | 0.970                 | 0.953 | -1.8   | -5.4   | 0.2                         | 0.8                                   | -2.7                           |
| Bahrain <sup>2</sup>              | 0.945                 | 0.952 | 0.8  | -0.4   | 1.1                         | 1.0                                   | 1.5                            |
| Azerbaijan <sup>2</sup>           | 0.950                 | 0.950 | 0.0  | -0.9   | 0.5                         | -1.4                                  | 1.6                            |
| Saint Lucia <sup>4</sup>          | 0.910                 | 0.942 | 3.6  | 6.2  | 0.0                         | 1.4                                   | 6.5                            |
| Republic of Moldova <sup>2</sup>  | 0.961                 | 0.940 | -2.2   | -3.5   | 0.6                         | -1.0                                  | -4.9                           |
| Mauritius <sup>2</sup>            | 0.927                 | 0.940 | 1.4  | 4.9  | 2.7                         | 1.1                                   | -2.5                           |
| Panama <sup>2</sup>               | 0.942                 | 0.934 | -0.8   | 2.2  | 1.3                         | 0.1                                   | -7.2                           |
| Venezuela                         | 0.910                 | 0.931 | 2.4  | 6.7  | 0.0                         | 2.4                                   | 0.7                            |
| Mongolia <sup>2</sup>             | 0.922                 | 0.929 | 0.8  | -4.5   | -0.3                        | 3.9                                   | 4.2                            |
| Ecuador <sup>2</sup>              | 0.913                 | 0.917 | 0.5  | 0.4  | 1.4                         | 0.9                                   | -1.0                           |
| Bolivia <sup>2</sup>              | 0.894                 | 0.913 | 2.1  | 0.6  | 2.3                         | 2.4                                   | 3.1                            |
| Paraguay <sup>2</sup>             | 0.898                 | 0.902 | 0.4  | -4.1   | 1.1                         | 1.1                                   | 4.0                            |
| Viet Nam                          | 0.902                 | 0.899 | -0.4   | -8.4   | 0.0                         | 3.0                                   | 4.8                            |
| United Arab Emirates <sup>2</sup> | 0.885                 | 0.896 | 1.3  | -6.6   | 5.7                         | 0.8                                   | 4.8                            |
| South Africa <sup>2</sup>         | 0.854                 | 0.892 | 4.5  | -5.6   | 2.5                         | 1.1                                   | 27.3                           |
| Dominican Republic <sup>2</sup>   | 0.850                 | 0.892 | 5.0  | 4.6  | 2.5                         | 0.1                                   | 14.3                           |
| Namibia <sup>2</sup>              | 0.861                 | 0.848 | -1.5   | -1.9   | 2.4                         | 0.6                                   | -6.7                           |
| Swaziland                         | 0.830                 | 0.830 | 0.1  | 6.9  | 0.0                         | -1.7                                  | -4.0                           |
| Lesotho                           | 0.747                 | 0.824 | 10.3   | 45.7   | 0.0                         | 4.8                                   | -0.9                           |
| Guatemala <sup>2</sup>            | 0.734                 | 0.812 | 10.6   | 14.2   | 3.9                         | 5.3                                   | 21.5                           |
| Nicaragua <sup>2</sup>            | 0.754                 | 0.804 | 6.7  | 14.2   | 4.4                         | 0.0                                   | 10.5                           |
| Iraq                              | 0.744                 | 0.793 | 6.6  | 3.8  | 0.0                         | 2.0                                   | 22.9                           |
| Bangladesh <sup>2</sup>           | 0.742                 | 0.759 | 2.3  | 4.9  | 6.4                         | -0.8                                  | 0.2                            |
| Nepal <sup>2</sup>                | 0.603                 | 0.734 | 21.8   | 19.8   | 10.9                        | 19.9                                  | 35.3                           |
| Malawi <sup>2</sup>               | 0.730                 | 0.734 | 0.5  | -3.6   | 7.6                         | 8.8                                   | -14.1                          |
| Mauritania <sup>2</sup>           | 0.654                 | 0.666 | 1.8  | 15.9   | 6.1                         | 7.4                                   | -22.1                          |
| Yemen <sup>2</sup>                | 0.588                 | 0.650 | 10.6   | 31.4   | 17.5                        | 29.4                                  | -16.3                          |
| Mozambique <sup>2</sup>           | 0.494                 | 0.631 | 27.8   | 48.6   | 9.0                         | 9.9                                   | 46.3                           |
| Ethiopia                          | 0.457                 | 0.616 | 34.8   | 107.4  | 33.2                        | 25.7                                  | 18.6                           |
| Chad                              | 0.427                 | 0.409 | -4.2   | 18.0   | 0.0                         | 13.8                                  | -39.7                          |

## Notes:

1. Total primary NER includes children of primary school age who are enrolled in either primary or secondary schools.
2. Adult literacy rates are UIS annual literacy estimates. The estimates were generated using the UIS Global Age-specific Literacy Projections model.
3. The adult literacy rate is a proxy measure based on educational attainment; that is, the proportion of the adult population with at least a complete primary education.
4. Adult literacy rates are unofficial UIS estimates.

Sources: Annex, Statistical Tables 2, 5, 7 and 8; UNESCO Institute for Statistics database; proxy literacy measure for European countries: European Commission, European Labour Force Survey (2005).

# Prospects for the achievement of EFA by 2015: methodology

Chapter 5 includes country prospects based on trend projections to 2015. Projections are made for three of the six EFA goals that have an explicit quantitative target: universal primary education (goal 2), adult literacy (goal 4) and gender parity in primary and secondary education (goal 5). For a description of the projection methodology for adult literacy, see p. 261 of the 2006 *EFA Global Monitoring Report* as well as the *Global Age-specific Literacy Projections Model (GALP): Rationale, Methodology and Software*, available at [www.uis.unesco.org/TEMPLATE/pdf/Literacy/GALP.pdf](http://www.uis.unesco.org/TEMPLATE/pdf/Literacy/GALP.pdf).

## Projection methodology for UPE and gender parity

Prospects for achievement of these two EFA goals are based on extrapolation into the future of past trends in enrolment ratios between 1990 and 2005 (for further details, see Education Policy and Data Center, 2007a). Particular emphasis was given to trends during the most recent period, 1999–2005, which provide a picture of the possible effects of education policies implemented since the Dakar forum in 2000. These projections do not aim, or claim, to forecast enrolment rates, but rather are meant only to show how the rates would change in the future if past trends were to continue. The projections do not, therefore, take account of recently implemented policy changes that may affect enrolments but have not yet manifested themselves in the data (Education Policy and Data Center, 2007a). Despite this limitation, trend projections are useful as an analysis and monitoring tool and as a baseline to reflect on education policy changes that may be needed for countries to achieve the various EFA goals.

In general, only countries that have a sufficiently complete set of data and that have not yet achieved UPE and the primary and secondary education gender parity goals were included in the projections, that is, 86 countries for the first goal and 113 for the second one.

### Projecting net enrolment ratios

The NER is one of the two most relevant indicators widely used to measure progress towards UPE, the other being the completion rate. Projections are based on the total primary school-age NER (TNER), which takes into account all children of primary school age enrolled either in primary (NER) or secondary school. As primary school-age children

enrolled in secondary school have, by definition, already attended primary school, including them takes fuller account of the reality of UPE than does the primary education NER. Only TNER and NER were projected separately for each sex, using a logistic function, particularly when rates were rising. The choice of this method is based on the very nature of the rates, which tend towards a natural maximum of 100% and should not exceed that. In addition, their marginal rate of increase falls as a country approaches the 100% limit of UPE. For countries in which rates were decreasing, the projections employed a linear regression to keep projected rates from falling to unrealistically low levels, as might have happened had the logistic function been used.

### Projecting the gender parity index in primary and secondary education

Achievement of gender parity is defined as having reached a GPI value between 0.97 and 1.03 (see Chapter 2). The 3% tolerance is to allow for statistical measurement errors and does not imply any judgement about the acceptability of any particular level of disparity (UNESCO, 2003b).

Country prospects for the achievement of gender parity are assessed on the basis of trend projections of GERs in primary and secondary education, by gender, for 2015 and 2025. Projected primary GERs by gender were reconstructed, based on the NER and the NER/GER projections by sex. In countries with fully mature primary school systems, the NER/GER ratio is close to 1 – in other words, almost all children in school are of the official school age. These are school systems where late school entry, repetition rates and dropout rates are all very low. On the other hand, in countries with high levels of late entry and high repetition rates, the NER/GER ratio is below 1 (by definition it cannot exceed 1).

Like NER and GER, the NER/GER trend changes over time, in some countries rising, in others declining. For those where NER/GER is rising, the assumption of a logistic curve produces more reasonable behaviour in the projections and also seems empirically more likely. For countries where the NER/GER ratio was declining – implying that the growth of the over-age or under-age school population is more rapid than that of the on-time students – it was maintained constant for the projections in order to avoid impossible results (i.e. impossibly high GER). Therefore projections of the NER/GER ratio are based on the following assumptions:



1. If the NER/GER trend is positive, project a logistic curve.
2. If the NER/GER trend is negative, maintain constant at most recent value.
3. If only one year of NER/GER ratio is available, maintain this value in the projections.
4. If none of the above applies, no NER/GER projections are made.

Once the GERs by gender were projected, the projected GPIs were calculated as the ratio of the girls' rate to that for boys.

GERs by gender for secondary education were projected directly using a linear regression.

### Prospects analysis for achievement of the goals

The methodology used to assess countries' chances of achieving the three EFA goals takes into account two dimensions, one static and one dynamic. The first represents a country's current situation: it may have reached a goal, or be close to it, in an intermediate position or far from it. Each country is also moving towards or away from the goal – the dynamic dimension. The two dimensions are integrated and compared on the basis of explicit criteria, forming a matrix containing four quadrants (Table 4).

Countries that have already achieved a particular goal are not included in the matrix per se for that goal, with the exception of the gender parity goal (see Table 5.3), which has two target dates: 2005 and 2015.

The quadrants also show countries' chances of achieving a goal by the target date set in Dakar. Thus, quadrant I, labelled 'High chance of achieving the goal', includes countries currently either close to the goal or not yet there but moving towards it. Quadrant II contains countries that have a low chance of achieving a goal because of their current position far from the goal, but that are nonetheless moving towards it. Quadrant III comprises countries that, though close to the goal or in an intermediate position, are moving away from it or are moving too slowly and are therefore at risk of not achieving it. Finally, other countries far from the goal, but moving too slowly or in the wrong direction (away from it), are in quadrant IV, labelled 'Serious risk of not achieving the goal'.

For the adult literacy goal, a slightly different methodology was used to determine the dynamic dimension in the quadrants. As almost all countries reduced their adult illiteracy rates between the periods 1985–1994 and 1995–2004, there was no point in distinguishing between movements towards or away from the goal. This is all the more the case because the target for 2015 – halving the illiteracy rate – varies in quantitative terms from country to country according to its rate in the most recent period (1995–2004).

For example, a country with a literacy rate of 70% in 1995–2004 would have as the target for 2015 a rate of 85%; one with an initial rate of 80% would have a target of 90% to reach by 2015, and so on. The rate of progress is thus used as a criterion for the dynamic dimension in this analysis. On the basis of their current literacy levels, countries progressing rapidly enough to reach the target in 2015 are considered 'fast performers', while those with low progress are labelled 'slow performers'.

Table 4: Analytical framework

| Distance from the goal in 2005 | Close or in intermediate position | <b>QUADRANT I</b><br>High chance of achieving the goal<br><i>(Moving towards the goal, with steady progress)</i> | <b>QUADRANT III</b><br>At risk of not achieving the goal<br><i>(moving away from the goal or progress too slow)</i>             |
|--------------------------------|-----------------------------------|--|---|
|                                | Far                               | <b>QUADRANT II</b><br>Low chance of achieving the goal<br><i>(Moving towards the goal, with rapid progress)</i>  | <b>QUADRANT IV</b><br>Serious risk of not achieving the goal by 2015<br><i>(moving away from the goal or progress too slow)</i> |
|                                |                                   | On track   | Off track   |
| Change between 1991 and 2005   |                                   |  |   |

# National learning assessments by region and country

## Introduction

These tables provide a global overview of national learning assessments undertaken between 1995 and 2006. Such assessments aim to provide education decision makers with systematic information about the status of students' learning and the extent to which students attain predefined standards or proficiencies. As the scientific reliability and validity of national assessments vary greatly, cross-country comparisons should be undertaken with care. Nevertheless, national assessments provide country-wide and school-specific information about learning outcomes according to nationally defined standards and pinpoint areas for government attention and programme intervention. Furthermore, they explicitly address the EFA quality goal that refers to 'recognized and measurable learning outcomes', as well as the Expanded Commentary on the Dakar Framework for Action, which discusses the need for 'accurately assessed curricular knowledge and skills'.

Information for the tables was compiled from an array of sources (e.g. printed material, websites, experts, contacts through UNESCO regional offices), some of which were partial and/or contradictory. Much effort has been made to verify and cross-check the reported information. The EFA Global Monitoring Report Team intends to continue revising this information in coming years. For further details see Benavot and Tanner (2007) and Encinas-Martin (2006).

### Abbreviations used in the tables

|       |  |
|-------|--|
| ADEA  | Association for the Development of Education in Africa   |
| BECAS | Basic Education Comprehensive Exam, Ghana                |
| CADR  | Centre for Ability Development Research, Hungary         |
| CES   | Centre for Evaluation Studies, Hungary                   |
| DFID  | Department for International Development, United Kingdom |
| EDK   | Swiss Conference of Cantonal Ministers of Education      |
| ERDD  | Educational Research Development Directorate, Turkey     |
| EU    | European Union   |

|         |   |
|---------|---|
| HSRC    | Human Sciences Research Council, South Africa   |
| ICFES   | Instituto Colombiano para el Fomento de la Educación Superior, Colombia                               |
| IADB    | Inter-American Development Bank   |
| IEQ     | Improving Educational Quality project, USAID  |
| INEADE  | Institut national d'études et d'action pour le développement de l'éducation, Senegal                  |
| INEE    | Instituto Nacional para la Evaluación de la Educación, Mexico   |
| INEP    | National Institute for Educational Studies and Research, Brazil                                       |
| INVALSI | National Institute for the Evaluation of the Education System, Italy                                  |
| IPST    | Institute for the Promotion of Teaching Science and Technology, Thailand                              |
| LEAPS   | Learning and Educational Achievement in Punjab Schools, Pakistan                                      |
| MoE     | Ministry of Education or country equivalent   |
| NCERT   | National Council of Educational Research and Training, India  |
| NIER    | National Institute for Educational Policy Research, Japan   |
| OKÉV    | Education, Assessment and Examination Centre, Hungary   |
| PARQE   | Programme d'appui au renforcement de la qualité de l'éducation en Haïti                               |
| RAMA    | National Authority for Measurement and Evaluation in Education, Israel                                |
| SCRIPT  | Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques, Luxembourg |
| SEDEP   | Service de développement et d'évaluation de programmes de formation, Niger                            |
| SPBEA   | South Pacific Board of Educational Assessment   |
| USAID   | United States Agency for International Development  |

### Subject abbreviations

language (lan), mathematics (math), sciences (sci), social sciences (soc sci), environmental sciences (env sci), information and communication technology (ICT).

Table 1: Sub-Saharan Africa

| Country                  | Name or description of assessment study   | Organization/institution(s) responsible for assessment                              | Target population        | Curricular subject(s) assessed   | Year(s)                  |
|--------------------------|---|---|--------------------------|--|--------------------------|
| Burkina Faso             | Le Français des Scolaires au Burkina Faso: Évaluation des Niveaux des Compétences                                 | Atelier de recherche sur l'enseignement du créole et français                       | Last 3 grades of primary | Lan  | 2004                     |
|                          | 2005 Assessment Report  | MoE   | Grades 1, 3              | Lan, math  | 2005                     |
| Central African Republic | Quality of Education  | ...   | Grades 4, 5              | Lan, math  | 1997                     |
| Eritrea                  | Learning achievement  | MoE   | Grades 1, 4              | Lan, math  | 1999                     |
| Ethiopia                 | Ethiopian Baseline National Learning Assessment   | General Education Quality Assurance & Examinations Agency; USAID                    | Grades 4, 8              | Grade 4: math, env sci, reading, English<br>Grade 8: English, math, biology, chemistry, and (since 2004) physics | 2000                     |
|                          | Ethiopian Second National Learning Assessment   |   |                          |  | 2004                     |
|                          | Pilot study for the Ethiopian Third National Learning Assessment  |   |                          |  | Planned for 2007         |
| Gambia                   | National Achievement Test   | MoE   | Grades 3, 5              | English, math, soc sci, env sci  | Yearly since 2002        |
| Ghana                    | Criterion-referenced tests  | MoE, Ghana Education Service  | Grade 6                  | Lan, math, English   | Yearly from 1992 to 2002 |
|                          | National Education Assessment   | Ghana Education Service; USAID (BECAS)  | Grades 3, 6              | Lan, math, English   | 2005                     |
|                          | School Education Assessment   | Ghana Education Service   | Grades 2, 4              | Lan, math, English   | 2006                     |
| Guinea                   | Évaluation du Programme de Formation Initiale des Maîtres en Guinée (FIMG)  | Cellule Nationale de Coordination des Évaluations du Système Éducatif               | Grades 2, 5              | Lan, math  |                          |
|                          | Évaluation du niveau des élèves   |   | Grades 2, 4, 6           | Lan, math  | Yearly from 1997 to 2000 |
|                          | Évaluation des compétences des élèves   |   | Grades 2, 4              | Reading  |                          |
| Kenya                    | National Assessment for Monitoring Learner Achievement  | Kenya National Examinations Council   | Age 9                    | Numeracy, literacy, life skills  | Planned for 2007         |
| Lesotho                  | Baseline Pilot National Assessment (second Education Sector Development Project)                                  | World Bank; National Curriculum Development Centre; Examinations Council of Lesotho | Grades 3, 6              | Math, English, Sesotho   | 2004                     |
|                          | Primary Education Project   | USAID   | Grades 3, 6              | Math, English, Sesotho   | 1993                     |
| Malawi                   | Primary Schools Learner Achievements Level  | Annual Basic Education Statistics Census  | Grades 3, 5, 7           | Chichewa, English, math  | 2004, 2005, 2006         |
|                          | Quality of Learning and Teaching in Developing Countries: Assessing Literacy and Numeracy in Sri Lanka and Malawi | DFID  | Grade 4                  | English, mother tongue   | 1996, 1997, 1998         |
|                          | Reading in English in Primary Schools   |   | Grades 3, 4, 6           | English  | 1993                     |
|                          | Reading Levels and Bilingual Literacy in Primary Schools  |   | Grades 3–6               | English, local lan   | 1998                     |
|                          | Literacy development through a local language, multi-lingual setting  | USAID, IEQ  | Grades 2–4               | Literacy skills  | 1999, 2000               |
| Madagascar               | Étude sur la progression scolaire et la performance académique à Madagascar                                       | MoE   | Grades 2, 5              | Lan, math (written and oral), life skills  | 2005                     |
|                          | Étude sur la progression scolaire et les performances académiques à Madagascar                                    | MoE; Cornell University (USA)   | Ages 7, 14               | Malagasy, French   | 2004                     |
|                          | Évaluation des acquis des élèves dans le cadre de la réforme  | MoE; UNICEF   | Grades 1–3               | Math, French, Malagasy   | 2004–2006                |

Table 1 (continued)

| Country      | Name or description of assessment study  | Organization/institution(s) responsible for assessment        | Target population           | Curricular subject(s) assessed                      | Year(s)                        |
|--------------|--|---|-----------------------------|---|--------------------------------|
| Mauritius    | Competency-Based Assessment Pilot Study  | MoE   | Grade 3                     | Math, English, French, sci, life skills             | Pilot study planned for 2007   |
|              |  |   | Age 15                      | Lan, math, ICT, sci                                 |                                |
| Mozambique   | National Assessment Programme  | MoE   |                             | Portuguese, math                                    | 1997                           |
| Namibia      | National Learner Baseline Assessment   | MoE; Florida State University and Harvard University (USA)    | Grades 4, 7                 | English, math, reading, listening comp (regionally) | 1994                           |
| Niger        | Évaluation Nationale   | MoE, SEDEP  | Grades 2, 4, 6              | Lan, math, sci                                      | 2000                           |
|              | Évaluation du niveau d'acquisition en français, en mathématiques et en sciences des élèves des écoles traditionnelles du cycle de base 1 | Division de l'évaluation du suivi des acquis, MoE; World Bank | Grades 2, 4, 6              | Lan, math, sci                                      | 2005                           |
| Nigeria      | National Assessment of Learning Achievements   | Federal Government; UNICEF; UNESCO                            | Grade 4                     | Numeracy, literacy, life skills                     | 1997                           |
|              | Follow Up Assessment   | Universal Basic Education Commission                          | Grade 5                     | English, math                                       | 2001                           |
|              | National Assessment of the Universal Basic Education Programme   |   | Grades 4–6                  | English, math, sci, soc sci                         | 2003                           |
| Seychelles   | National Test  | MoE   | Grade 6                     | English, French, math, sci, Seychellois Creole      | Yearly since 2002              |
| Senegal      | Système national d'évaluation des rendements scolaires (SNERS I&II)  | INEADE  | Grades 3, 4, 6              | Lan, math   | 1996, 2002                     |
|              | SNERS III  |   | Grade 9                     | Lan, math, sci (life, earth and physical)           | 2006                           |
| South Africa | Assessment of Learning Achievement   | MoE   | Junior and senior secondary | English, math, social studies, integrated sci       | 2003                           |
|              | Monitoring Education Quality   | HSRC  | Grade 9                     | English, math, sci                                  | Yearly since 1996              |
|              | Learner Assessment Results   | HSRC; District Development Support Programme; USAID           | Grade 3                     | Reading   | 2003                           |
|              | Systematic Evaluation Study  | MoE; HSRC   | Grade 6                     | Lan, math, sci                                      | 2005                           |
|              | Analysis of the Impact on Pupil Performance of the District Development Support Programme  | MoE; USAID  | Grade 3                     | Literacy, numeracy                                  | 2000, 2001, 2003               |
| Swaziland    | ...  | Exams Council of Swaziland                                    | Grades 4, 7, 10             | ...   | Post-Dakar period <sup>1</sup> |
| Uganda       | National Assessment of Progress in Education   | Uganda National Examinations Board                            | Grades 3, 6                 | Literacy, numeracy                                  | 2005                           |
|              |  |   | Grades 3, 6                 | English literacy, local lan literacy, numeracy      | 2006                           |
| Zambia       | Reading Levels and Bilingual Literacy in Primary Schools   | DFID  | Grades 3–6                  | Lan, English  | 1998                           |
|              | Primary Reading Programme  | ADEA  | Grades 1–6                  | Reading, writing                                    | 1999, 2002                     |
|              | National Exam  | MoE; USAID  | Grade 5                     | Lan, math, English                                  | 1999, 2001, 2003               |

1. The exact year of the assessment is uncertain, but the evidence would appear to indicate that it took place sometime after the 2000 World Education Forum in Dakar.

... Information not available.

Table 2: Arab States

| Country              | Name or description of assessment study   | Organization/institution(s) responsible for assessment  | Target population                    | Curricular subject(s) assessed                          | Year(s)                        |
|----------------------|---|---|--------------------------------------|---|--------------------------------|
| Algeria              | Programme national d'évaluation du rendement du système éducatif algérien                             | MoE   | Grades 3, 6, 9, 1S                   | Arabic, French, math                                    | Post-Dakar period <sup>1</sup> |
| Djibouti             | Évaluation du niveau de qualité et du rendement cognitive   | Centre de Recherche, d'Information et de Production de l'Éducation Nationale  | Primary, lower secondary             | French, Arabic, math                                    | 1991, 1992, 1997–2000          |
| Egypt                | Global evaluation   | MoE   | Grades 1–3                           | All school subjects                                     | 2005, 2006                     |
| Jordan               | National test   | MoE; DFID   | Grade 10                             | Arabic, English, math, sci, social sci                  | Yearly since 2000              |
| Kuwait               | Multilevel Analysis Approach for Determining 8th Grade Mathematics Achievement in the State of Kuwait | Kuwait University; Kuwait Society for the Advancement of Arab Children; Arab Fund for Economic and Social Development | Grade 8                              | Math  | 2006                           |
| Lebanon              | Évaluation des acquis d'apprentissage   | Centre de Recherche et de Développement Pédagogiques  | Grade 4                              | Arabic, French, math, sci, transversal competencies     | 1994, 1995                     |
|                      | Mesure des acquis d'apprentissage   |   | Grade 4 complementary                | Arabic, French, math, sci, <i>savoir-être</i>           | 1995, 1996                     |
| Mauritania           | Analyse empirique des programmes de l'enseignement fondamental en Mauritanie                          | Institut Pédagogique National   | Grades 3–6                           | Mother tongue, second lan, math, <i>étude du milieu</i> | 1999                           |
|                      | Évaluation de l'enseignement fondamental en Mauritanie  |   | Grades 4, 6                          |   | 2001                           |
|                      | Évaluation de la 2 <sup>e</sup> année fondamentale (AF)   |   | Grade 2                              | Mother tongue, second lan, math                         | 2001–2002                      |
|                      | Analyse de la couverture de programme en classe de 5 <sup>e</sup> AF en Mauritanie                    |   | Grade 5                              | Mother tongue, second lan, math, <i>étude du milieu</i> | 2003–2004                      |
|                      | L'évaluation de la couverture des programmes des disciplines scientifiques en 5 <sup>e</sup> C et D   |   | Secondary (5th year, tracks C and D) | Sci (physics, chemistry), math                          | 2004                           |
|                      | Évaluation de l'effet de la formation continue en Multigrade  |   | Grade 5                              | Mother tongue, second lan, math                         | 2006–2007                      |
| Morocco              | Diagnostic et appui aux apprentissages  | MoE   | Grades 3, 5, 8                       | Arabic, French, math                                    | 2000                           |
|                      | Évaluations des pré-acquis  | MoE; UNICEF   | Grades 4, 6                          | Arabic, French, math, life skills                       | 2001                           |
|                      | Évaluation des acquis des élèves  | MoE; EU   | Grade 6                              | Arabic, French, math, life skills                       | 2006                           |
| Oman                 | Evaluation of Basic Education Cycle One   | MoE; Canedcom International (Canada)  | Grade 4                              | Arabic, English, sci, math                              | 2003–2004                      |
| Qatar                | Comprehensive Educational Assessment and School Surveys   | Evaluation Institute  | Grades 4–11                          | Arabic, English, math, sci                              | Yearly since 2004              |
| Saudi Arabia         | Diagnostic Test in the Public Evaluation System   | MoE   | Grades 1–3                           | Arabic, math  | Post-Dakar period <sup>1</sup> |
| United Arab Emirates | National Assessment of Student Achievement and Progress   | Australian Council for Educational Research   | Grades 5, 7                          | Literacy, numeracy                                      | 2005                           |

1. The exact year of the assessment is uncertain, but the evidence would appear to indicate that it took place sometime after the 2000 World Education Forum in Dakar.

**Table 3: East Asia and the Pacific, and South and West Asia**

| Country      | Name or description of assessment study                         | Organization/institution(s) responsible for assessment   | Target population                                | Curricular subject(s) assessed                                    | Year(s)                          |
|--------------|---|--|--|---|----------------------------------|
| Australia    | National Basic Skills Test (New South Wales only)               | New South Wales Department of Education and Training   | Grades 3, 5                                      | Literacy, numeracy  | Pre- and post-Dakar period       |
|              | Adaptation of National Basic Skills Test (South Australia only) | Department of Education and Children's Services  | Grades 3, 5                                      | Literacy, numeracy  |                                  |
|              | State learning assessments                                      | State MoEs   | Grades 3, 5, 7                                   | State-specific subjects   |                                  |
| Bangladesh   | Assessment of the Achievement of Pupils Completing Grade 4      | MoE, National Curriculum and Textbook Board  | Grade 4  | Bangla, English, math, sci, soc sci                               | 2000                             |
|              | National Assessment   | MoE  | Grades 3, 5                                      | Bangla, math, sci, soc sci, env sci                               | 2001                             |
|              | Intensive District Approach to Education for All (IDEAL)        |  | Grades 1, 5                                      | Bangla, English, math, sci, soc sci                               | 2004                             |
| Cambodia     | Learning Assessment System                                      | MoE; World Bank  | Grade 3  | Khmer, math   | 2006                             |
|              |   |  | Grade 6  | Khmer, math   | Planned for 2007                 |
|              |   |  | Grade 9  | Khmer, math   | Planned for 2008                 |
| Cook Islands | Standardized National Diagnostic Testing                        | MoE  | Grades 4, 6                                      | English, CI Maori and math  | Yearly from 2000 to 2006         |
| Fiji         | National Assessment   | MoE; SPBEA   | Grades 4, 6                                      | Literacy, numeracy  | Post-Dakar period <sup>1</sup>   |
| India        | Baseline Assessment Survey                                      | NCERT  | Grades 1, 3, 4, 5, 7, 8 (variable)               | Lan, math, env sci (variable)                                     | 1994, 2002, 2003, 2004           |
|              | Mid-term Assessment Survey                                      |  | Grades 1, 3, 4                                   | Lan, math   | 1997                             |
|              | Terminal Assessment Survey                                      |  | Grades 1, 3, 4                                   | Lan, math   | 2001                             |
| Indonesia    | Assessment of Students Learning Achievement                     | Educational National Standard Board  | Grade 3 (primary) and senior (secondary)         | Indonesian, English, math   | Yearly since 2005                |
| Japan        | National Assessment of Learning Outcomes                        | NIER   | Grades 5, 9, 12 (variable)                       | Japanese, English, math, sci, soc sci, geography, history, civics | 2002, 2003, 2004                 |
|              | National Assessment of Student Performance                      | MoE; NIER  | Grades 6, 9                                      | Japanese, math  | 2007                             |
| Kiribati*    | National Assessment   | MoE; SPBEA   | Grades 4, 6                                      | Literacy, numeracy  | Post-Dakar period <sup>1</sup>   |
| Lao PDR      | National Literacy Survey  | MoE; UNESCO; UNICEF  | Age 6 and above                                  | Reading, writing, numeracy, visual literacy                       | 2000                             |
|              | Assessment of Student Learning Outcomes                         | MoE, National Research Institute for Educational Science   | Grade 5  |   | 2006                             |
| Malaysia     | Primary School Achievement Test                                 | MoE, Malaysian Examination Syndicate   | Grade 6  | Malay, English, math, sci, Chinese, Tamil                         | Yearly since 1987                |
| Maldives     | Sample testing  | MoE, Supervision and Quality Improvement Section; World Bank   | ...  | Math, Dhivehi, English  | 2002–2003                        |
| Myanmar      | Learning Achievement Study                                      | MoE; UNICEF  | Grades 3, 5                                      | Lan, math, sci  | 2005, 2006                       |
| New Zealand  | National Education Monitoring Project                           | New Zealand Council for Educational Research; University of Otago Educational Assessment Research Unit | Grades 4, 8 (not including Maori medium schools) | Art, sci, graphs, tables, maps                                    | 1995, 1999, 2003 (4 year cycles) |
|              |   |  |  | Reading and speaking, technology, music                           | 1996, 2000, 2004 (4 year cycles) |
|              |   |  |  | Math, information skills, social studies                          | 1997, 2001, 2005 (4 year cycles) |
|              |   |  |  | Listening and viewing, health, physical education                 | 1998, 2002, 2006 (4 year cycles) |



Table 3

Table 3 (continued)

| Country           | Name or description of assessment study                   | Organization/institution(s) responsible for assessment | Target population                   | Curricular subject(s) assessed                          | Year(s)                        |
|-------------------|---|--|-------------------------------------|---|--------------------------------|
|                   |   |  | Grade 8 (Maori medium schools)      | Sci, art, graphs, tables, maps                          | 1999, 2003 (4 year cycles)     |
|                   |   |  |                                     | Music, technology, reading and speaking,                | 2000, 2004 (4 year cycles)     |
|                   |   |  |                                     | Writing, listening, viewing, health, physical education | 2002, 2006 (4 year cycles)     |
| Pakistan          | National Achievement Test                                 | MoE, National Education Assessment System              | Grades 4, 8 and teachers [variable] | Lan, math, sci, social studies                          | 2005, 2006                     |
|                   | Quality of Education                                      | Academy of Educational Planning and Management         | Grade 4                             | Sindhi, Urdu, math                                      | 2000                           |
|                   | Learning Levels and Gaps in Pakistan (Punjab Province)    | LEAPS  | Grade 3                             | Urdu, math, English                                     | 2004                           |
| Philippines       | National Achievement Test                                 | MoE, National Education Testing and Research Centre    | Grades 4, 6 and year 2 secondary    | English, Filipino, sci, social studies, math            | 2005, 2006                     |
|                   | Reading Test in English and Filipino for Elementary Level |  | Grade 3                             | Reading comprehension                                   | 2005, 2006                     |
|                   | Philippine Informal Reading Inventory                     | MoE  | Grades 1–6                          | Reading   | 2004, 2005                     |
| Republic of Korea | National Assessment of Educational Assessment             | Korean Institute of Curriculum and Evaluation          | Grades 6, 9, 10                     | Math, social studies                                    | 1998–2000                      |
|                   |   |  | Grades 6, 9, 10                     | Korean, math, sci, social studies and English           | 2001–2002                      |
|                   |   |  | Grades 6, 9, 10                     | Korean, math, sci, social studies and English           | 2003, 2006                     |
| Samoa             | National Assessment                                       | MoE; SPBEA   | Grades 4, 6                         | Literacy and numeracy                                   | Post-Dakar period <sup>1</sup> |
| Singapore         | Core Research Program                                     | Centre for Research in Pedagogy and Practice           | Pre-school to secondary             | Lan, math, sci, ICT                                     | 2003                           |
| Solomon Islands   | National Assessment                                       | MoE; SPBEA   | Grades 4, 6                         | Literacy, numeracy                                      | Post-Dakar period <sup>1</sup> |
| Thailand          | Effectiveness study (pilot schools)                       | IPST   | Grades 3, 6, 9                      | Sci, math   | 2003–2004, 2006                |
|                   | Nationwide Assessment                                     |  | Grades 3, 6, 9                      | Sci, math   | 2005                           |
|                   | National Achievement Study                                | National Institute of Education Testing Service        | Grades 6, 9, 12                     | Thai, math, English, sci (only 2003)                    | Yearly since 2001              |
| Tonga             | National Assessment                                       | MoE; SPBEA   | Grade 4                             | Literacy, numeracy                                      | Post-Dakar period <sup>1</sup> |
| Tuvalu            | National Assessment                                       | MoE; SPBEA   | Grades 4, 6                         | Literacy, numeracy                                      | Post-Dakar period <sup>1</sup> |
| Vanuatu           | National Assessment                                       | MoE; SPBEA   | Grades 4, 6                         | Literacy, numeracy                                      | Post-Dakar period <sup>1</sup> |
| Viet Nam          | Reading and Mathematics Assessment Study                  | MoE; World Bank  | Grade 5                             | Reading, math   | 2001                           |

1. The exact year of the assessment is uncertain, but the evidence would appear to indicate that it took place sometime after the 2000 World Education Forum in Dakar.

\* Information for this country should be treated with caution, as it has not been confirmed by national experts.

... Information not available.

Table 4: Latin America and the Caribbean

| Country            | Name or description of assessment study                              | Organization/institution(s) responsible for assessment                                      | Target population   | Curricular subject(s) assessed                | Year(s)   |
|--------------------|--|---|---|---|---|
| Anguilla*          | Test of Standards  | MoE   | Grades 3, 5, 6  | Lan, math                                     | Since 1992  |
| Argentina          | Operativo Nacional de Evaluación                                     | MoE, Dirección Nacional de Información y Evaluación de la Calidad Educativa                 | Grades 3, 6/7, 9 (primary or basic), 5/6 (secondary) (variable) | Lan, math, sci, soc sci (variable)            | Yearly from 1993 to 2000 and 2002 to 2003, then every 2 years |
| Bahamas            | Grade Level Assessment Test  | Testing and Evaluation Section, MoE   | Grade 3   | English, lan, math                            | Since 1984  |
|                    |  |   | Grade 6   | English lan, math, sci, social studies        |   |
| Belize             | Belize Junior Achievement Test                                       | Assessment and Evaluation Unit, MoE   | Grade 3   | Lan, math                                     | Yearly since 2000   |
|                    | Primary School Examination   |   | Grade 6   | English, math, sci                            | Yearly since 2000   |
| Bolivia            | Sistema de Medición y Evaluación de la Calidad de la Educación       | MoE   | Grades 1, 3, 6, 8 (primary), 4 (secondary)                      | Lan, math                                     | Yearly from 1996 to 2000                                      |
| Brazil             | National System of Evaluation of Basic Education                     | MoE, INEP   | Grades 1, 3, 4, 5, 7, 8, 11 (variable)                          | Lan, math, sci, soc sci (variable)            | 1990–2005 (variable)  |
|                    | National Secondary Education Examination                             | INEP  | Last year of primary  | Problem solving                               | Yearly from 1998 to 2006                                      |
| Chile              | Prueba de Evaluación del Rendimiento Escolar                         | MoE; Universidad Católica   | Grades 4, 8   | Lan, math, sci, soc sci                       | 1982, 1983, 1984  |
|                    | Sistema de Medición de Calidad de la Educación                       | MoE   | Grades 4, 8 and year 2 secondary (variable)                     | Lan, math, sci, soc sci, behaviour (variable) | Yearly from 1988 to 2006                                      |
| Colombia           | Medición y Evaluación de Aprendizajes                                | MoE, ICFES  | Grades 3, 5, 7, 9   | Lan, math                                     | Yearly from 1991 to 1994                                      |
|                    | Pruebas Evaluación de la Educación Básica – SABER                    | MoE   | Grades 3, 5, 7, 9 (variable)                                    | Lan, math, sci                                | Yearly from 1997 to 2005                                      |
|                    | Exámenes de Estado   | MoE, ICFES  | Grade 11  | Lan, math, sci, soc sci                       | Yearly from 1980 to 2006                                      |
| Costa Rica         | Pruebas de Conocimientos   | MoE; Universidad de Costa Rica  | Grades 3, 5, 7, 9 (variable)                                    | Lan, math, sci, soc sci                       | Yearly from 1986 to 1997                                      |
|                    | Pruebas de conclusión y acreditación de la educación básica          | MoE   | Cycles I, II, III (basic education)                             | Lan, math, sci, soc sci                       | Yearly from 1996 to 2005                                      |
|                    | Pruebas Nacionales de Bachillerato                                   |   | Secondary school  |   | Yearly from 1988 to 2006                                      |
| Cuba               | Pruebas de Aprendizaje   | MoE, Sistema de Evaluación de la Calidad de la Educación, Instituto de Ciencias Pedagógicas | Grades 3, 4, 6, 9, 12   | Lan, math                                     | 1975, 1996, 1997, 1998, 2000, 2002                            |
| Dominican Republic | Sistema de Pruebas Nacionales  | MoE; IADB; World Bank   | Grades 8 (primary) and 4 (secondary)                            | Lan, math, sci, soc sci                       | Yearly from 1991 to 2003                                      |
| Ecuador            | Pruebas APRENDO  | MoE; World Bank; Universidad Católica   | Grades 3, 7, 10   | Lan, math                                     | Yearly from 1996 to 2000                                      |
| El Salvador        | Sistema Nacional de Evaluación                                       | MoE; World Bank; USAID  | Pre-school, grades 1–6, 9, and year 2 secondary (variable)      | Lan, math, sci, soc sci, health education     | Yearly from 1993 to 2001                                      |
|                    | Pruebas de Aprendizaje y Aptitudes para Egresados de Educación Media | MoE   | Grades 2, 3 (secondary) and technical education                 | Lan, math, sci, soc sci                       | Yearly from 1997 to 2004                                      |
|                    | Evaluación censal de logros de aprendizaje en educación básica       | MoE, Dirección Nacional de Monitoreo y Evaluación   | Grades 3, 6, 9  | Lan, math                                     | 2005  |
|                    | Logros de aprendizaje de educación básica en El Salvador             | MoE   | Grade 1   | Lan, math                                     | 2005–2006   |
| Guatemala          | Sistema Nacional de Medición del Logro Académico                     | MoE; World Bank; Universidad del Valle de Guatemala   | Grades 3, 7, and years 2, 5 secondary (variable)                | Lan, math, sci, soc sci (variable)            | Yearly from 1992 to 1996                                      |
|                    | Programa Nacional de Evaluación del Rendimiento Escolar              |   | Grades 1, 3, 6  | Lan, math                                     | 1998, 1999, 2000, 2004  |
|                    | Dirección General de Educación Bilingüe Intercultural                | MoE; IADB   | Grades 1, 3   | Lan, math                                     | 2003  |
|                    | Programa Nacional de Evaluación del Rendimiento Escolar              | MoE   | Grade 6 and year 6 secondary                                    | Lan, math                                     | 2005  |

Table 4

Table 4 (continued)

| Country                | Name or description of assessment study                                   | Organization/institution(s) responsible for assessment   | Target population                                       | Curricular subject(s) assessed   | Year(s)                            |
|------------------------|---|--|---|--|------------------------------------|
| Guyana                 | National Grade Two Assessment   | MoE; National Centre for Educational Resource Development  | Grade 2   | Math, English, reading   | Yearly since 2001                  |
|                        | National Grade Six Assessment   | MoE  | Grade 6   | Math, English, social studies, sci   | 2007                               |
|                        | National Grade Nine Examination   |  | Grade 9   | Math, English, social studies, sci   | Post-Dakar period <sup>1</sup>     |
| Haiti                  | Évaluation des acquis scolaires (as part of PARQE)                        | MoE; EU  | Grades 1, 3, 5  | Creole, French, math   | 2004–2005                          |
| Honduras               | Proyecto de Eficiencia de la Educación Primaria                           | MoE  | Grades 1–5  | Lan, math, sci, soc sci  | 1990–1994                          |
|                        | Evaluaciones Nacionales del Rendimiento Académico                         | Unidad de Medición de Calidad Educativa  | Grades 3–6 (variable)                                   | Lan, math, sci (variable)  | 1997–2000, 2002, 2004              |
| Jamaica                | Grade One Readiness Inventory   | MoE  | Grade 1 (pre-entry)                                     | Numeracy, literacy, colouring skills, visual comprehension                         | Since 1999                         |
|                        | Grade Three Diagnostic Test   |  | Grade 3   | Lan, math  |                                    |
|                        | Grade Four Literacy Test  |  | Grade 4   | Literacy   |                                    |
|                        | Grade Six Achievement Test  |  | Grade 6   | Math, lan, arts, social studies, sci, writing                                      |                                    |
| Mexico                 | Sistema Nacional de Evaluación Educativa de la Educación Primaria         | MoE  | Grades 3, 4, 5, 6                                       | Lan, math, sci, soc sci  | Yearly from 1996 to 2000           |
|                        | Estándares Nacionales   | MoE, INEE  | Grades 2, 4, 5, 6                                       | Lan, math  | Yearly from 1997 to 2004           |
|                        | Aprovechamiento Escolar – Carrera Magistral                               |  | Grades 3–6 and years 1–3 secondary                      | Lan, math, sci, soc sci, foreign lan   | Yearly from 1994 to 2006           |
|                        | Instrumento para el Diagnóstico de Alumnos de Nuevo Ingreso Secundaria    | MoE  | Grade 6   | Reading, verbal and numerical reasoning  | Yearly from 1995 to 2006           |
|                        | Exámenes de la Calidad y el Logro Educativos                              |  | Grades 3, 6 and year 3 secondary                        | Spanish, math  | 2006                               |
|                        | Evaluación Nacional del Logro Académico en Centros Escolares              |  | Grades 3–6 and year 3 secondary                         | Spanish, math  | 2007                               |
| Nicaragua              | Evaluación del Currículo Transformado                                     | MoE  | Grades 4, 5 and year 3 secondary                        | Lan, math  | 1996, 1997                         |
|                        | Sistema Nacional de Evaluación de la Educación Básica y Media             | USAID; UNESCO  | Grades 3, 6   | Lan, math  | 2002                               |
| Panama                 | Programa de Pruebas de Diagnóstico  | MoE; various agencies  | Grades 3, 6 primary and 6 secondary                     | Lan, math  | 1985, 1986, 1987, 1988, 1992       |
|                        | Coordinación Educativa y Cultural Centroamericana (CECE)                  |  | Years 1–6 secondary                                     | Lan, math  | 1995                               |
|                        | Sistema Nacional de Evaluación de la Calidad de la Educación              | MoE; CECE  | Grades 3, 6, 9  | Lan, math, sci, soc sci (variable)   | 1999, 2000, 2001                   |
| Paraguay               | Sistema Nacional de Evaluación del Proceso Educativo                      | MoE; IADB  | Grades 3, 6, 9, 12                                      | Lan, math, sci, soc sci (variable)   | Yearly from 1996 to 2001           |
| Peru                   | Evaluaciones Nacionales de la Unidad de Medición de la Calidad            | MoE  | Grades 2, 4, 6 (primary) and 3–5 (secondary) (variable) | Lan, math, sci, soc sci, citizenship (variable)                                    | 1996, 1998, 2001, 2004             |
| Saint Kitts and Nevis* | Test of Standards   | MoE  | Grades 3–6  | Lan, math, sci, social studies   | Probably post-Dakar period         |
| Uruguay                | Evaluaciones Nacionales de la Unidad de Medición de Resultados Educativos | Administración Nacional de Educación Pública   | Pre-school, grades 1–4, 6 (variable)                    | Lan, math, sci, soc sci, behaviour, cognitive and affective development (variable) | 1996, 1998, 1999, 2001, 2002, 2006 |
| Venezuela              | Sistema Nacional de Medición y Evaluación del Aprendizaje                 | MoE; World Bank; Univ. Católica; Centro Nacional para el Mejoramiento de la Enseñanza en Ciencia | Grade 6   | Lan, math  | 1998                               |

1. The exact year of the assessment is uncertain, but the evidence would appear to indicate that it took place sometime after the 2000 World Education Forum in Dakar.

\* Information for this country should be treated with caution, as it has not been confirmed by national experts.

Table 5: Central and Eastern Europe and Central Asia

| Country    | Name or description of assessment study  | Organization/institution(s) responsible for assessment    | Target population                              | Curricular subject(s) assessed  | Year(s)   |
|------------|--|---|--|---|---|
| Albania    | Pilot of Mathematics, Albanian Language and Literature   | Centre of National Education Assessment and Examination   | Grade 4 (sample group)                         | Math, Albanian, literature  | 2001  |
|            | Mathematics, Albanian Language and Literature  |   | Grade 4 (sample group)                         | Math, Albanian, literature  | 2002  |
|            | Education, Equity and Excellence/National Education Strategy   | MoE; World Bank   | Grades 4, 8, 12                                | Math, Albanian, literature  | 2006–2009   |
| Azerbaijan | Pilot: Curriculum Development, Preparation of Educational Materials and Student Assessment, Monitoring and Evaluation, Consultancy | MoE; Cito; World Bank                                     | Grade 5  | Lan, math   | 2003–2004   |
| Bulgaria   | In progress: pilot project for nationwide estimation of quality  | MoE   | Grade 8  | Bulgarian, math, applied sci, soc sci   | Post-Dakar period <sup>1</sup>                    |
| Croatia    | National Exams   | National Centre for External Evaluation of Education      | Year 1 secondary                               | English, German, French, Italian  | 2006  |
|            |  |   | Year 2 secondary                               | Math, Croatian, first foreign lan, biology, chemistry, physics, ICT, Latin, Greek | 2007  |
| Estonia    | National Standard Determining Tests  | National Examination and Qualification Centre             | Grade 3 (sample group)                         | Mother tongue, math   | Yearly since 1997                                 |
|            |  |   | Grade 6 (sample group)                         | Mother tongue, math   | Yearly since 1997                                 |
| Georgia    | Georgian Educational System Realignment and Strengthening Programme  | National Assessment and Examinations Centre               | Grade 4  | Georgian  | 2003  |
|            | Georgian Educational System Realignment and Strengthening Programme  |   | Grade 4  | Math  | 2004  |
| Hungary    | National Monitor study of student achievement  | CES   | 5 grades in different samples from grades 4–12 | Reading comprehension, math, ICT skills, natural sci, civics                      | Every 2 years 1991 to 2005                        |
|            | Reading Comprehension and Mathematical Competence Survey   | OKÉV, CES   | All students in grades 5, 9                    | Reading comprehension, math   | 2001  |
|            | National Assessment of Basic Competencies (National ABC)   |   | All students in grades 6, 8, 10                | Reading, math   | 2003 (grades 6, 10 only), 2004, yearly since 2006 |
|            | National Assessment of Language (English, German)  | OKÉV  | Samples from grades 6, 10                      | Reading and listening comprehension, writing                                      | 2003  |
|            | Diagnostic assessment of basic skills  | CADR  | Grade 1  | Reading, math, social skills, motor coordination                                  | 2002  |
|            | National assessment of basic skills  | OKÉV, CADR  | Grade 4  | Writing, reading, math, thinking  | Yearly since 2006                                 |
| Lithuania  | Study of Education Conditions, Processes and Results at Pre-School, Primary, Basic and Secondary Education Levels                  | Education Development Centre, National Examination Centre | Grade 6  | Reading, writing, math  | 2002  |
|            | Education Improvement Project  |   | Grades 4, 8                                    | Pupil attainment  | 2003  |

Table 5

Table 5 (continued)

| Country                                   | Name or description of assessment study  | Organization/institution(s) responsible for assessment                                 | Target population            | Curricular subject(s) assessed   | Year(s)                       |
|---|--|--|------------------------------|--|-------------------------------|
| Mongolia                                  | National test  | MoE  | Grades 5, 9, 11              | Lan, math  | Yearly since 1997             |
|   | Regional test at <i>aimag</i> (district) level                                     | State Professional Assessment Agency   | Grades 5, 9, 11 (variable)   | Lan, math, history, physics, chemistry, biology (variable)                                     | Every 5 to 6 years since 1997 |
| Montenegro                                | Development of Standards: Trial and Main Study                                     | Institute for Education Quality and Evaluation   | Grade 8                      | Serbian, math, physics, chemistry, biology, history, geography, music, art, physical education | 2006                          |
| Poland                                    | Competency test  | Central Examination Board  | Ages 6, 16                   | Reading, reasoning, writing, application of knowledge  | Yearly since 2002             |
| Romania                                   | National Assessment  | National Assessment and Examination Service  | Grade 4                      | National standards   | 1995, 1996, 1998              |
|   | National Programme for the Assessment of Educational Progress in Romania (ongoing) |  | Grade 4                      | Mother tongue (reading and writing), math  | 2000                          |
| Serbia                                    | National Assessment NA 3   | Centre for Evaluation, Institute for Education Quality and Evaluation, MoE; World Bank | Grade 3                      | Serbian, math  | 2002–2003                     |
|   | National Assessment NA 4   |  | Grade 4                      | Serbian, math  | 2006                          |
|   | Development of Standards: Trial and Main Study                                     | Institute for Education Quality and Evaluation   | Grade 8                      | Serbian, math, physics, chemistry, biology, history, geography, music art, physical education  | 2006                          |
| Slovakia                                  | Monitor pilot test   | MoE, National Institute for Education  | Final year secondary         | General curriculum   | 1998–1999                     |
|   |  |  | Grade 5 and year 1 secondary | Slovak, math   | 2002                          |
|   |  |  | Grade 9                      | Slovak or Hungarian, math  | 2003                          |
| The former Yugoslav Republic of Macedonia | EQUIP1 Secondary Education Activity  | USAID  | Vocational education         | Problem solving  | 2004, 2008                    |
| Turkey                                    | Student Achievement Assessment Test  | ERDD; World Bank   | Grade 8                      | Turkish, natural sci, math, social studies   | 2003                          |
|   | Condition Determination Exams  | ERDD   | Grades 4, 5, 6, 7, 8         | Different subjects   | Since 2003                    |

1. The exact year of the assessment is uncertain, but the evidence would appear to indicate that it took place sometime after the 2000 World Education Forum in Dakar.

**Table 6: Western Europe and North America**

| Country | Name or description of assessment study   | Organization/institution(s) responsible for assessment  | Target population                   | Curricular subject(s) assessed  | Year(s)                 |
|---------|---|---|-------------------------------------|---|-------------------------|
| Belgium | Periodic Assessment Test (Flemish community only)   | Education Inspectorate  | Varied                              | Varied  | Since 1991              |
|         | External Evaluations (French community only)  | General Administration of Education and Scientific Research, Research on Education and Joint Steering of the Education System | End of primary                      | Core subjects   | Yearly since 1994       |
|         |   |   | Year 5 secondary                    | Lan, writing  | 1999–2000               |
|         |   |   | Grade 5                             | Sci   | 2001                    |
|         |   |   | Grade 3                             | Situating oneself in space and time   | 2002                    |
| Canada  | School Achievement Indicators Program   | Council of Ministers of Education   | Ages 13, 16                         | Math, reading and writing, sci  | 1993–2004               |
|         | Pan-Canadian Assessment Program   |   | Ages 13, 15                         | Reading, sci, and math  | 2007                    |
| Denmark | Ongoing Evaluation of Primary School Pupil's Educational Outcomes   | Danish Evaluation Institute   | Primary, lower secondary (variable) | Math, reading, English, learning environments, the international dimension                | Yearly since 1999       |
|         | Ongoing Evaluation of Student's Educational Outcomes in General and Vocational Upper Secondary                          |   | Upper secondary (variable)          | English, vocational training, examinations methods, quality, writing (variable)           | Yearly since 1999       |
| Finland | School Achievement Assessments  | MoE, National Board of Education  | Grade 6                             | Math, Finnish   | 1998–2004 every 2 years |
|         |   |   | End of secondary                    | Math, sci, Finnish, Swedish, religion, philosophy of life, etiquette, English, second lan | 1998–2001               |
|         | Are Policies of Equality Implemented in Basic Education?  |   | Ages 13, 16                         | Learning outcomes, social and gender equality   | 1996                    |
|         | Evaluation of the quality of education between the first and sixth grades of basic education                            |   | Grades 1–6                          | Learning environment, teaching, materials used, Finnish, math                             | 2001                    |
| France  | L'évaluation des acquis des élèves  | MoE   | Grades 3–6                          | Lan, math   | Yearly since 1989       |
| Germany | Deutsch-Englisch-Schülerleistungen-International  | German Institute for International Education Research   | Grade 9                             | German, English   | 2001–2005               |
|         | Students' Level of Achievement in English as a Foreign Language and in the Active Use of German as their First Language |   | Grade 9                             | English   | 2003–2004               |
| Iceland | Samræmd Próf  | MoE, Educational Testing Institute  | Grades 4, 7                         | Icelandic, math   | Yearly since 1996       |
| Ireland | Pilot: Whole School Evaluation  | Inspectorate of the Department of Education   | Primary and secondary               | Overall curriculum, variable subjects   | 1998–1999, 2003–04      |
| Israel  | Growth and Effectiveness Measures for Schools   | RAMA  | Grades 5, 8                         | Math, lan (Hebrew or Arabic), English, sci, technology                                    | Yearly since 2002       |
|         |   |   | Grade 9 (grade 8 in 2005)           | Civics, heritage  | Yearly since 2005       |
|         |   |   | Grade 2                             | Lan   | Yearly since 2006       |
|         | Diagnostic assessment   |   | Grade 1 (Hebrew speakers)           | Hebrew reading and writing skills   | Yearly since 2006       |



Table 6

Table 6 (continued)

| Country     | Name or description of assessment study                 | Organization/institution(s) responsible for assessment                | Target population  | Curricular subject(s) assessed  | Year(s)                       |
|-------------|---|---|--|---|-------------------------------|
|             | Homesh "mapping" tests (Arabic speakers only)           | MoE   | Grades 4, 7  | Math, Arabic  | Yearly since 2003             |
|             | Israeli National Assessment of Educational Progress     |   | Grades 4, 5  | Math, lan   | 1990                          |
|             |   |   | Grades 3, 4  | Math, lan   | 1991                          |
|             |   |   | Grades 4, 8  | Math, lan, English, sci, technology   | 1996–1998                     |
|             |   |   | Grade 6  | Sci, technology   | 1998                          |
|             |   |   | Grade 8  | Civics  | 1999                          |
| Italy       | System Survey Service (Servizio Rilevazioni di Sistema) | INVALSI   | Grade 4, years 1, 3 lower secondary, years 2, 4 secondary    | Reading comprehension, math   | Since 1999                    |
|             | Systematic Surveys of Student Performance               |   | Grades 1, 3, 5, year 2 lower secondary, years 1, 3 secondary | Lan, math, sci, soc sci, history  |                               |
|             | VIVES Project   |   | School staff   | Professional performance  |                               |
| Luxembourg  | Le protocole d'action qualité scolaire                  | SCRIPT  | ...  | ...   | Since 1993                    |
| Malta       | Junior Lyceum Admission Examination                     | Education Assessment Unit of the Central Education Division           | Grade 6  | Maltese, English, math, social studies, religion                            |                               |
|             | National Literacy Survey                                |   | Age 7  | English, Maltese  | 1999, 2002                    |
|             | National M Baseline Study                               | Department of Planning and Development                                | Grade 1  | Math  |                               |
| Netherlands | PRIMA Cohort Survey                                     | Institute for Applied social sciences, SCO-Kohnstamm Institute        | Grades 2, 4, 6, 8  | Lan, math   | Every 2 years since 1994–1995 |
| Norway      | National tests  | National Quality Assessment System                                    | Grades 4, 7  | Reading, writing, math, English   | Yearly since 2003             |
|             | Mapping tests   |   | Grades 2, 7  | Reading skills  | Yearly since 2003             |
| Portugal    | Gauging tests (first and second cycle)                  | MoE, Portuguese Educational Evaluation Bureau                         | Grades 4, 6  | Portuguese, math  | Yearly since 1999             |
|             | National exams (third cycle – lower secondary)          |   | Grade 9  | Portuguese, math  | Yearly since 2005             |
|             | National exams (upper secondary)                        | MoE   | Grades 11, 12 secondary                                      | Core curricula  | Yearly since 1997             |
| Spain       | Primary Education Evaluation                            | National Institute for Evaluation and Quality of the Education System | Grade 6  | Natural and soc sci, Spanish, math  | 1995, 1999, 2001, 2003        |
|             | General Diagnosis of the Educational System             |   | Ages 14, 16  | Core subjects   | 1997                          |
|             | Evaluation of Physical Education in Primary Schools     |   | Age 12   | Physical education  | 1995                          |
|             | Evaluation of English Language Teaching and Learning    |   | Age 12   | English   | 1999, 2001                    |
|             | Compulsory Secondary School Evaluation                  |   | Year 4 secondary   | Sci of nature, soc sci, geography and history, Spanish and literature, math | 2000                          |
|             | Evaluation of English Language Teaching and Learning    |   | Age 14   | English   | 2001                          |
|             | Oral Expression Evaluation in Primary School            |   | Grade 6  | Oral expression   | 2003                          |

Table 6 (continued)

| Country                   | Name or description of assessment study     | Organization/institution(s) responsible for assessment                                  | Target population                       | Curricular subject(s) assessed   | Year(s)                      |
|---------------------------|---|---|---|--|------------------------------|
| Sweden                    | National test                               | Skolverket, National Agency for Education   | Grades 5, 9                             | Swedish, English, math   | Since 1985                   |
| Switzerland               | Canton (state) level assessments            | MoE (canton level only), EDK ensures quality  | Varies by canton                        | Varies by canton   | Varies by canton             |
| United States             | National Assessment of Educational Progress | MoE   | Grades 4, 8 and/or 12 (variable)        | Civics, sci, writing, literature, reading, music, math, art, social studies, life and computer skills, US history, geography                               | Yearly since 1969            |
| United Kingdom (England)  | National Curriculum Assessments             | Department for Children, Schools and Families   | Primary, secondary schools              | Speaking and listening, reading, writing, math, sci (age 7). English, reading, writing, math, sci (age 11). English, reading, writing, math, sci (age 14 ) | Yearly since 1995 (variable) |
| United Kingdom (Scotland) | Scottish Survey of Achievement              | Learning and Teaching Scotland  | Primary, lower secondary schools        | English, math, social subjects, sci, core skills   | Yearly since 2005            |
| United Kingdom (Wales)    | National Curriculum Assessment              | Welsh Assembly Government, Qualifications Curriculum and Assessment Authority for Wales | Pre-primary, primary, secondary schools | English, Welsh, math, sci, art, geography, history, information technology, modern lang, music, physical education   | Yearly since 1999 (variable) |

... Information not available.

# National policies to advance Education for All in thirty countries

## Introduction

A central element of the monitoring results reported in Chapter 3, on country efforts to establish and implement policies consistent with the goals and strategies to which governments committed themselves at Dakar, is a review of thirty developing countries. This group was selected according to countries' progress in relation to the six EFA goals between 1999 and 2005, along with the remaining challenges. The aim was to present a broad variety of the approaches pursued by governments.

The selection of countries involved an assessment of the changes in a number of indicators over the six-year period and the levels achieved by 2005. The assessment was based on the following indicators: under-5 mortality rate (2005–2010), pre-primary education GER, primary education NER, number of out-of-school children, average repetition rates in primary education, number of illiterate adults (1995–2004), survival rate to grade 5, pupil/teacher ratio in primary education, gender parity index of primary education GER, gender parity index of adult literacy rate, gender-specific EFA index and EFA Development Index.

The assessment highlighted some of the countries that made the greatest progress in one or more indicators, as well as countries that are still far from reaching one or more of the EFA goals. Additional criteria aimed at presenting a diversity of contexts and regional spread.

This process resulted in the selection of the following countries (in alphabetical order by region): Egypt, Morocco, Yemen, Albania, Mongolia, Tajikistan, Turkey, Cambodia, China, Indonesia, the Lao People's Democratic Republic, the Philippines, Viet Nam, Brazil, the Dominican Republic, Guatemala, Mexico, Nicaragua, Bangladesh, India, Pakistan, Burkina Faso, Eritrea, Ethiopia, Mozambique, Nigeria, Rwanda, Senegal, South Africa and the United Republic of Tanzania.

Government policies and strategies in these countries were identified and organized into three main policy areas, depending on their aims: developing enabling institutions, assuring access to education opportunities and creating opportunities to learn.

# Summary of national policies to advance EFA since 2000 in thirty countries

| Country   | Institutional environment   | Measures to expand access   | Measures to improve learning  |
|---|---|---|---|
| <b>Arab States</b>  |   |   |   |
| <b>EGYPT</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased pre-primary GER by 54%.</li> <li>Maintained high NER in primary education amid demographic pressures.</li> <li>Achieved large increase in adult literacy rate.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Further improving low pre-primary coverage.</li> <li>Redressing regional and income disparities in access to primary education.</li> <li>Continuing to reduce the large number of illiterates, especially women.</li> </ul> | <ul style="list-style-type: none"> <li>2006 General Framework for Education Policies: eight strategic approaches, including decentralization, national standards, school-based reform and strengthened partnerships with civil society, private sector and local government.</li> <li>Establishment of a Strategic Planning Unit, to improve and decentralize planning and management, with similar decentralized units at governorate level.</li> <li>Movement towards school-based management, including school-development planning and standards-based self-assessment.</li> <li>2005 ministerial decree mandating establishment of Boards of Trustees, Parents and Teachers in each school, which can collect and spend local contributions.</li> </ul>  | <ul style="list-style-type: none"> <li>Improved coordination among government agencies, e.g. recent establishment of Early Childhood Coordination Committee with broad representation.</li> <li>Construction of pre-primary classrooms to increase access in disadvantaged areas.</li> <li>School construction, targeting rural and poorest governorates in Upper Egypt with low levels of girls' enrolment.</li> <li>Several successful initiatives to increase girls' access: one-classroom schools, community schools, small schools, girl-friendly schools, other programmes targeting marginalized girls. Children with disabilities: teacher training in special needs, integration into community schools.</li> </ul>  | <ul style="list-style-type: none"> <li>Standards-based curriculum for grades 1 to 12.</li> <li>Professional development programmes for teachers using ICT (e.g. digital education enhancement project).</li> <li>Development of different types of contracts with adult education teachers.</li> </ul>  |
| <b>MOROCCO</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased by 20% primary education NER and decreased by 53% the number of out-of-school children while reducing subnational disparities.</li> <li>Reduced gender disparity in primary education.</li> <li>Increased adult literacy rate.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Continuing to reduce the large numbers of out-of-school children and illiterate youth and adults.</li> </ul>  | <ul style="list-style-type: none"> <li>2005 National Human Development Initiative to tackle exclusion and seek intersectoral synergies.</li> <li>Public sector management reform, which has established monitoring, capacity-building in the civil service and movement towards decentralization and community-level management.</li> <li>2000–2009 National Education and Training Charter promoting universal basic schooling, higher-quality teaching, improved governance and girls' education.</li> <li>Reform of education and training system, decentralizing services and creating public regional academies with independent decision-making and management authority.</li> <li>Strengthened monitoring and evaluation.</li> <li>Establishment of participatory school management committees, with planning and special financing opportunities at individual school level.</li> </ul> | <b>ECCE and basic education</b> <ul style="list-style-type: none"> <li>Expanded school infrastructure with priority to disadvantaged areas and groups, particularly rural areas and girls (e.g. integrating pre-primary classes into primary schools, latrines for girls).</li> <li>Incentives for girls' enrolment: conditional food aid in rural areas, boarding facilities, boarding grants.</li> <li>Integration classes for slightly to moderately disabled pupils and access facilities.</li> </ul> <b>Youth and adults</b> <ul style="list-style-type: none"> <li>Four literacy programmes, differing in terms of populations targeted and operators running them in collaboration with the central government agency for literacy and NFE.</li> <li>NFE programmes since late 1990s, focused on out-of-school children, including street and working children.</li> </ul> | <ul style="list-style-type: none"> <li>Revised curricula, more responsive to local circumstances, in both the formal and non-formal sectors. Improved production and distribution of textbooks and teacher guides to disadvantaged regions and groups. Decentralized responsibilities for equipment procurement and distribution.</li> <li>Teams in regional academies to prepare and introduce regional and local curricula. Berber language teaching in primary school, particularly in Berber regions.</li> <li>Project to expand use of ICT in teaching, focusing mainly on educational equipment, training and content.</li> <li>To cope with growing enrolment, regional recruitment of temporary teachers who are progressively integrated into the public-sector system.</li> <li>Measures to encourage and motivate teachers: competitive examinations for internal promotion, improved benefits.</li> <li>Learning assessment mechanisms: reintroduction of certificates at end of primary education cycle and lower secondary.</li> <li>Establishment of examination centre to standardize rules for preparing, administering and marking tests, to create test-item banks and analyse results.</li> </ul> |
| <b>YEMEN</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased by 31% primary education NER.</li> <li>Improved gender parity at all levels of education.</li> <li>Increased adult literacy rate by 17%.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Improving very low pre-primary GER.</li> <li>Reducing large number of out-of-school children.</li> <li>Reversing large fall in survival rate to grade 5.</li> </ul>   | <ul style="list-style-type: none"> <li>2002 National Basic Education Strategy, which aims for UPE and school quality, with emphasis on girls' access.</li> <li>Ongoing development of unified monitoring system of the national strategy.</li> <li>Lack of ECCE in national education policies; weak role of government in the sector.</li> <li>Priority on girls' and women's education: National Girls' Education Strategy, establishment of girls' education unit in MoE (2006), gender as cross-cutting theme in PRSP.</li> <li>Capacity-building to identify gaps and design strategies, especially to improve girls' education.</li> </ul>  | <b>ECCE</b> <ul style="list-style-type: none"> <li>Work with religious leaders and local communities to change perceptions about early childhood and girls' education.</li> </ul> <b>Basic education</b> <ul style="list-style-type: none"> <li>Increase in coeducational and female-only schools, particularly in rural areas, and reduction of male-only schools. Sustained construction of schools, though not enough to meet enrolment growth.</li> <li>Waiving of school fees for girls in all grades of primary school and for boys in grades 1 to 3 in 2006.</li> </ul>  | <ul style="list-style-type: none"> <li>Revised curriculum and teaching methods to make schools more 'girl-friendly'.</li> <li>New ECCE diploma at Sana'a University to increase numbers of qualified teachers.</li> <li>Increased numbers of female teachers (but greater efforts needed, especially in rural areas).</li> </ul>  |

## Summary of national policies to advance EFA since 2000 in thirty countries

(Continued)

| Country   | Institutional environment  | Measures to expand access   | Measures to improve learning   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>Further reducing large number of illiterate youth and adults.</li> <li>Improving low levels of most indicators, especially for girls and women and in rural areas.</li> </ul>  |  |   |  |
| <b>Central and Eastern Europe</b>   |  |   |  |
| <b>ALBANIA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased by 13.5% pre-primary GER.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Reversing decreases in primary education NER and survival rate to grade 5.</li> <li>Redressing disparities in enrolment and completion of primary education by income groups and geographical location.</li> <li>Improving learning outcomes from low levels measured in international assessments.</li> </ul>   | <ul style="list-style-type: none"> <li>National Education Strategy 2004–2015, prepared with involvement of civil society. Focus on improved governance, quality of teaching and learning, financing of pre-university education, capacity-building, development of vocational and technical education. National Strategy for Socio-Economic Development makes education one of highest priorities in next ten years, supported by funds from Poverty Reduction Strategy Credit.</li> <li>Distribution of provision and funding among three government levels; shared responsibility with local governments in funding school operating expenses and maintenance.</li> <li>Ongoing MoE development of educational planning and policy analysis unit, and management information system, both requiring capacity-building efforts.</li> </ul>  | <b>Basic education</b> <ul style="list-style-type: none"> <li>Transfer programmes (cash and in-kind) to stimulate enrolment and completion of basic education of children from poorest households.</li> </ul>   | <ul style="list-style-type: none"> <li>Free textbooks for all basic education pupils.</li> <li>Restructured Institute of Pedagogical Studies with curriculum and teacher training centres. Application of new curriculum, including assessment standards.</li> <li>Financial incentives to teach in rural areas.</li> <li>2001 establishment of independent National Assessment and Evaluation Centre, in charge of national examinations. Sample-based learning assessments in basic education grades since 2002.</li> </ul>  |
| <b>TURKEY</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased to 61% pre-primary education GER.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Further improving continued low coverage of pre-primary education.</li> <li>Redressing disparities in girls' educational attainments and subnational disparities in availability of infrastructure, learning resources and teachers.</li> <li>Reducing the large numbers of out-of-school children and of young and adult illiterates.</li> </ul> | <ul style="list-style-type: none"> <li>Two waves of education reform: after Jomtien, a focus on increasing access; now a focus on improving content and quality in education while expanding access.</li> <li>National plan of action after Dakar, but lacking any role as a benchmark for evaluating and monitoring progress towards EFA. No specific education sector plan in earlier National Development Plan, though National Development Plan 2007–2013 addresses EFA goals: ECCE, universal coverage and quality of basic education; also priority on girls, students in rural areas and addressing dropout as an important policy objective.</li> <li>2003 Law on Public Fiscal Administration and Control: use of public funds linked with development plans and programmes, with emphasis on fiscal transparency and accountability, strategic planning and performance-based budgeting. Preparation of MoE's strategic plan (began in 2006).</li> <li>Recognition of need to restructure the central administration of education, with 2004 reform plan but very slow implementation.</li> <li>Partial transfer of responsibility to municipalities for building and maintaining public schools (Law on Municipalities).</li> <li>Important role of NGOs promoting EFA policies, e.g. through campaigns to expand ECCE ('7 is too late').</li> <li>Emergence of civil society monitoring groups to inform public of EFA advances and contribute to the process. First joint report (2005).</li> </ul> | <b>Basic education</b> <ul style="list-style-type: none"> <li>Extension of compulsory basic education from five to eight years in 1997, accompanied by accelerated construction and teacher recruitment, particularly between 1997 and 2002.</li> <li>Campaign ('100 % Support to Education') to stimulate private sector contributions to education, especially infrastructure investments through tax incentives.</li> <li>Strategies to increase schooling in dispersed rural areas: busing and free boarding schools, especially since 1997.</li> <li>Conditional cash transfers targeting regular school attendance in basic education by poorest households.</li> <li>Major campaign (2003–2005) to increase girls' access ('Let's go to school, girls!'), with intersectoral government coordination.</li> </ul> | <ul style="list-style-type: none"> <li>2003 Board of Education launch of comprehensive curriculum reform in all grades of basic education: change of pedagogy, focus on skills, measurements to include process as well as outcomes. Accompanied by new textbooks and teacher guides, in-service teacher training.</li> <li>Distance-learning approach to meet demand for English language and pre-school teachers since 2000.</li> <li>New staffing norms to reduce teacher shortages in disadvantaged regions; increased transparency in assignment and promotion mechanisms (use of assessment tests), school-based plans for enhancing teacher professional development.</li> <li>National assessments of basic education since 1992, with several subject evaluations every three years. Participation in international assessments.</li> <li>Improved but inadequate efforts on gender sensitivity in textbooks.</li> <li>Distribution of free textbooks.</li> </ul> |
| <b>Central Asia</b>   |  |   |  |
| <b>MONGOLIA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased pre-primary education GER.</li> <li>Moderately increased survival rate to grade 5 and gender parity.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Reversing the fall of primary education NER.</li> </ul>  | <ul style="list-style-type: none"> <li>Master Education Plan (2006–2015): emphasis on vulnerable children, herder communities and internal migration from rural to urban areas.</li> </ul>   | <b>Basic education</b> <ul style="list-style-type: none"> <li>Subsidies for schools favouring disadvantaged regions (Kazakh minority area).</li> <li>Subsidies and dormitories for children from herder communities.</li> <li>Pilot programmes for children with special needs.</li> </ul>  | <ul style="list-style-type: none"> <li>Multilingual instruction in schools serving Kazakh minority, but hampered by lack of textbooks.</li> </ul>  |

(Continued)

| Country   | Institutional environment  | Measures to expand access   | Measures to improve learning  |
|---|--|---|---|
| <b>TAJIKISTAN</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Moderately increased survival rate to grade 5. Continued to increase primary education NER.</li> <li>Increased gender parity.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Improving low indicators of school quality.</li> </ul>                        | <ul style="list-style-type: none"> <li>Social Economic Development Programme, with strong poverty reduction strategy.</li> <li>2004 Law on Education and government education plan: promotion of participatory governance, higher teacher salaries and better quality of education.</li> <li>Monitoring through a database children's well-being.</li> </ul>   | <ul style="list-style-type: none"> <li>Special measures for children in rural areas.</li> <li>Special measures for out-of-school children aged 6 to 15.</li> <li>Ban on recruitment of pupils for labour in agricultural activities.</li> </ul>   | <ul style="list-style-type: none"> <li>Attempts to change curriculum.</li> <li>Improvement to teacher qualifications through in-service programmes.</li> <li>Distribution of free textbooks to disadvantaged students.</li> </ul>   |
| <b>East Asia and the Pacific</b>  |  |   |   |
| <b>CAMBODIA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased primary education NER and survival rate to grade 5.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Reducing low levels of survival rate to grade 5, gender parity and adult literacy.</li> </ul>   | <ul style="list-style-type: none"> <li>Education Strategic Plans 2000–2005 and 2006–2010, incorporating Dakar EFA goals.</li> <li>Move towards sector-wide approach involving much dialogue and negotiation with donors.</li> <li>Decentralization, with some funding direct to schools for first time.</li> <li>All schools given operational budgets (2001).</li> <li>Capacity-building to support decentralization.</li> </ul>  | <b>ECCE</b> <ul style="list-style-type: none"> <li>Emphasis on disadvantaged communities. Pre-school year for 5- to 6-year-olds, home-based and family support programmes for children under 5.</li> </ul> <b>Basic education</b> <ul style="list-style-type: none"> <li>Construction of schools, especially in remote areas.</li> <li>Multigrade approaches to reduce number of 'incomplete schools' in border, remote and ethnic minority areas.</li> <li>Multiple shifts in overcrowded schools.</li> <li>Advocacy on benefits of girls' education through partnerships with NGOs, CSOs.</li> <li>'Safe boarding places' for girls.</li> </ul> <b>Youth and adults</b> <ul style="list-style-type: none"> <li>Re-entry classes for joining primary or lower secondary.</li> <li>Equivalency courses combining basic education with practical livelihood and life skills.</li> <li>NFE for 'hard to reach' groups.</li> </ul> | <ul style="list-style-type: none"> <li>Improvement of toilets and water access in new and existing schools.</li> <li>New curriculum in basic education grades, based on achievement standards and more gender sensitive.</li> <li>Inclusion of locally relevant life skills and HIV/AIDS programmes in schools.</li> <li>Pilot bilingual education programmes in ethnic minority areas.</li> <li>Incentives to recruit teachers locally and attract teachers to rural areas, especially female teachers.</li> <li>Continuous in-service training and teacher development through school clusters.</li> <li>Automatic grade promotion.</li> </ul>  |
| <b>CHINA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased adult literacy rate.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Redressing disparities to the detriment of rural areas in access to primary education and quality.</li> </ul>   | <ul style="list-style-type: none"> <li>Strategic plan aligned with EFA goals.</li> <li>Decision on Reform and Development of Basic Education (2001), covering fiscal management, quality, curriculum and teacher education.</li> <li>Decision on Further Enhancing Rural Education (2003): policies to redress disparities affecting rural areas.</li> <li>Compulsory Education Law (revised 2006), stressing right to a free education without discrimination on the basis of gender, ethnicity, race, wealth or regional status.</li> <li>Management training for school principals.</li> <li>Public sector management reform, addressing capacity constraints.</li> </ul> | <b>Basic education</b> <ul style="list-style-type: none"> <li>Expanded school construction and boarding facilities, especially in poor provinces and rural areas.</li> <li>Extension of policy to offset schooling costs: 'Two Exemptions One Subsidy', waiving tuition and other charges, with free textbooks, subsidized boarding.</li> <li>Reform of subnational funding of basic education, with higher share for poorest regions.</li> <li>Educational campaigns encouraging girls' enrolment in poor western provinces.</li> </ul> <b>Youth and adults</b> <ul style="list-style-type: none"> <li>One example among several: Action to Eliminate Women's Illiteracy (government partnership with All China Women's Federation), combining literacy, agriculture, women's rights.</li> </ul>   | <ul style="list-style-type: none"> <li>New national curriculum, phased in since 1999: active learning, problem-solving, participatory approach, more autonomy for schools in curriculum management; reform of student evaluation system (but lack of funds and teacher training impedes implementation).</li> <li>Increased teacher recruitment in rural areas: free education provided graduates commit to three years in rural schools; university internships in rural schools; Master of Education for Rural Schools combining higher-level studies with teaching in rural schools.</li> <li>Improvement to teacher qualifications via teacher networks and distance education.</li> <li>Distribution of free textbooks to disadvantaged students.</li> </ul> |
| <b>INDONESIA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased pre-primary education GER.</li> <li>Increased adult literacy rate.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Reducing large number of out-of-school children.</li> <li>Improving survival rate to grade 5 from current low level.</li> </ul> | <ul style="list-style-type: none"> <li>2003 EFA National Plan of Action: detailed EFA targets for 2015, integrated into 2005–2009 MoE strategy. Each province has own strategic education plan.</li> <li>Decentralized education since 2001; overall strategy of community-based school management.</li> <li>National movement for completion of basic education involving parents, communities, teachers, leaders, NGOs.</li> </ul>   | <b>ECCE</b> <ul style="list-style-type: none"> <li>Expanded pre-primary schools in rural areas.</li> </ul> <b>Basic education</b> <ul style="list-style-type: none"> <li>Multiple shifts in overcrowded schools.</li> <li>Pilots to test other approaches to reach poor and remote communities.</li> <li>School-community partnerships to support students at risk of dropping out.</li> </ul> <b>Youth and adults</b> <ul style="list-style-type: none"> <li>Non-formal re-entry and equivalency programmes.</li> </ul>  | <ul style="list-style-type: none"> <li>Outcome-based curriculum.</li> <li>Mother tongue in early grades outside Bahasa Indonesia areas.</li> <li>Efforts to improve teacher qualifications.</li> </ul>  |



## Summary of national policies to advance EFA since 2000 in thirty countries

(Continued)

| Country  | Institutional environment  | Measures to expand access   | Measures to improve learning   |
|--|--|---|--|
| <b>LAO PEOPLE'S DEMOCRATIC REPUBLIC</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Reduced number of out-of-school children.</li> <li>Increased survival rate to grade 5.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Improving low levels of most indicators.</li> </ul> | <ul style="list-style-type: none"> <li>Law of 2000: free basic education for all.</li> <li>Ethnic Minorities Committee under National Assembly.</li> <li>Since 2004, strengthened monitoring capacity of MoE.</li> </ul>   | <b>Basic education</b> <ul style="list-style-type: none"> <li>Boarding schools for ethnic minorities.</li> <li>Since 2004, community-based school construction initiative.</li> <li>Community Grants Programme for poorest.</li> <li>Since 1993, inclusive education programme, developing learning materials and training teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>Since 2001, revised textbooks and new teacher guides.</li> <li>Multilingual materials and teaching, with Teacher Development Centre coordinating curriculum, textbooks and teacher guides for all teacher training colleges.</li> <li>Since 2000, revised pre- and in-service teacher training.</li> <li>Upgrading of contract teachers.</li> </ul>   |
| <b>PHILIPPINES</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Close to achieving UPE enrolment.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Raising low levels of pre-primary GER and survival to grade 5.</li> </ul>   | <ul style="list-style-type: none"> <li>Governance of Basic Education Act (2001), defining government responsibility for EFA, including non-formal learning centres for out-of-school youth and adults and decentralized school-based management. Complemented in 2005 by Basic Education Sector Reform Agenda.</li> <li>Philippine National Action Plan for EFA 2015 Goals (2006): focus on out-of-school youths and adults, universal completion of full cycle of basic education, community involvement.</li> <li>Medium-Term Philippine Development Plan 2005–2010: explicit attention to anchoring goals of Philippine basic education in EFA by 2015.</li> <li>Public expenditure management system to improve link between planning and budgeting.</li> <li>Monitoring system since 2002: quality, access and internal efficiency of basic education.</li> </ul> | <b>ECCE</b> <ul style="list-style-type: none"> <li>2000 Early Childhood Care and Development Law, four strategies: strengthening formal pre-school through whole-child development curriculum; targeting disadvantaged children through contracts with non-state sector; assuring ECCE exposure for all incoming grade 1 students; including ECCE in teacher education.</li> </ul> <b>Basic education</b> <ul style="list-style-type: none"> <li>Mobilization of civil society groups and parents to support school construction and improvements, e.g. Adopt-a-School and Brigada Eskwela programmes.</li> <li>Multiple shifts in overcrowded schools (2004).</li> <li>Multigrade classes in distant and remote areas.</li> <li>Food for School, an in-kind conditional transfer programme for children in pre-school and grade 1 in poorest areas.</li> <li>NFE programmes through school-community partnerships (Modified In-School Off-School Approach) to assist children in difficulty during final half of elementary education.</li> </ul> <b>Youth and adults</b> <ul style="list-style-type: none"> <li>Bureau of Alternative Learning System. Also, two regular NFE programmes: Basic Literacy Programme and Accreditation, offering community-based learning for illiterate youth and adults with focus on life skills; and Equivalency Programme for youth and adults who have dropped out of formal elementary or secondary education.</li> <li>Alternative Learning System based on Indigenous Peoples Core Curriculum.</li> </ul> | <ul style="list-style-type: none"> <li>Flexible curriculum to accommodate cultural diversity. Madrasa Education programme, setting standards and ensuring madrasa 'equivalency'.</li> <li>Every Child a Reader (2004) with goal of reading with comprehension by grade 3.</li> <li>Goal of one textbook per pupil for core subjects.</li> <li>Rainbow Spectrum: deploys teachers to hard to reach areas.</li> <li>New teacher education curriculum (2005): more experiential courses.</li> <li>Teacher Education Development Programme, including competency standards for teacher performance and school-based training in science and mathematics.</li> <li>Move to school-based management, improving quality through participatory school improvement planning, training of principals and school report cards.</li> <li>Participations in international learning assessments.</li> <li>Comprehensive policy for application of ICT in education, as part of national development policy.</li> </ul> |
| <b>VIET NAM</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Improved quality indicators.</li> <li>Increased literacy levels and gender parity.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Decreasing large number of out-of-school children.</li> </ul>                   | <ul style="list-style-type: none"> <li>National EFA Action Plan 2003–2015, linked to government's Education Development Strategy 2000–2010.</li> <li>Administrative reform and decentralization to provincial and district levels. National targeted programme of funding for poorer provinces and support for provincial EFA planning, guided by national framework.</li> <li>Decentralization to provincial and district level of school improvement planning and funding of teaching and learning resources other than textbooks.</li> </ul>  | <ul style="list-style-type: none"> <li>ECCE programmes with emphasis on ethnic minority and poor urban areas.</li> </ul> <b>Basic education</b> <ul style="list-style-type: none"> <li>Classroom construction and rehabilitation targeting rural and ethnic minority areas.</li> <li>Multigrade classes in mountainous ethnic minority areas.</li> <li>Multiple shifts in overcrowded schools.</li> <li>Primary Education for Disadvantaged Children targeting unreached children in poorest provinces.</li> <li>Strong mobilization campaign known as Socialisation of Education, identifying 'compulsory education officers' in each school who follow up on unenrolled children and dropouts.</li> <li>'Equalization programme: evening classes for primary and secondary out-of-school children, using regular primary and secondary teachers and facilities.</li> </ul>  | <ul style="list-style-type: none"> <li>New learner-centred curriculum.</li> <li>Pilots of bilingual approaches in ethnic minority areas.</li> <li>Better textbook provision, linked to development of private publishing; rental fees replaced by loan programme.</li> <li>Teacher incentives for work in remote and ethnic minority regions.</li> <li>Comprehensive reporting system on learning achievement and progress in schools.</li> </ul>  |

(Continued)

| Country   | Institutional environment   | Measures to expand access   | Measures to improve learning   |
|---|---|---|--|
| <b>Latin America and the Caribbean</b>  |   |   |  |
| <b>BRAZIL</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased by 9% pre-primary education GER.</li> <li>Sustained high levels of primary education enrolment while reducing subnational disparities.</li> <li>Reduced number of out-of-school children by over 50%.</li> <li>Decreased repetition rates and PTRs in primary education.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Redressing income and geographical disparities in pre-primary enrolment.</li> <li>Further reducing large numbers of out-of-school children and illiterate adults.</li> <li>Reversing declines in primary and lower secondary learning achievements as measured by national assessments.</li> </ul> | <ul style="list-style-type: none"> <li>1988 Constitution: mandatory and free elementary education, with defined governance responsibilities and minimum levels of federal and subnational funding. National Education Plan (2001), formulated by civil society and government: goals for 2010, promotion of development of subnational plans and ways to reduce social and regional discrepancies in education access and survival.</li> <li>Educational Development Plan (2007): focus on basic education, tying federal transfers to improved quality and school performance.</li> <li>Civil society involvement: since 2005, All for Education movement, involving NGOs, educators, businesses, with aim of achieving basic education of good quality for all by 2022, the bicentenary of Brazilian independence.</li> <li>Promotion of school-based management. Since 1998, support from Fundescola for improvement in school quality by expanding school autonomy, promoting strategic planning and funding school projects.</li> <li>Creation of the Secretariat of Continuing Literacy and Diversity (SECAD) in 2004 to promote youth and adult education in an integrated way.</li> </ul> | <b>ECCE</b> <ul style="list-style-type: none"> <li>Normative framework for ECCE expansion: 1996 National Education Guidelines and Framework Law, making early childhood education the first stage of basic education and giving responsibility to municipalities. 2001 National Education Plan: quality and expansion goals, including for children under age 3. 2006 incorporation of early childhood education in Fundeb/Fundef, fund that redistributes resources for education across regions.</li> </ul> <b>Basic education</b> <ul style="list-style-type: none"> <li>More schools, including in indigenous areas.</li> <li>Fundeb/Fundef (1996): assuring minimum allocation for public basic education, redistributed at subnational level according to number of students and funding needs.</li> <li>Conditional cash transfer programme to increase access and retention in primary school among children from disadvantaged households: now integrated with Bolsa Familia; coverage planned for 15- to 17-year-olds.</li> <li>Programme for Eradication of Child Labour: providing conditional subsidy for children attending school and not working, plus extracurricular support and after-school activities (Jornada Ampliada); working with families, monitoring compliance with child labour laws.</li> <li>Expansion of education to children with disabilities under 1996 framework law.</li> </ul> <b>Youth and adults</b> <ul style="list-style-type: none"> <li>Accelerated learning programmes.</li> <li>National literacy programme funding for initiatives.</li> </ul> | <ul style="list-style-type: none"> <li>Introduction of continuous progression within cycles in over 10% of schools, to reduce failure and repetition.</li> <li>Improvement to teacher qualifications in pre-primary.</li> <li>Pilot of performance-based incentives for teachers in one state (2005).</li> <li>Learning assessment through sample-based Brazilian Educational System Assessment (SAEB), which compares basic education results over time, and Prova Brasil, providing accountability through school-level data on test scores.</li> <li>Promotion of ICT in education through ProInfo, which installs laboratories in schools and creates regional Education Technology Centres for training and support.</li> </ul> |
| <b>DOMINICAN REPUBLIC</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Continued expansion of primary education.</li> <li>Increased survival rate to grade 5.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Redressing disparities in access to pre-primary and in retention in primary education.</li> <li>Reversing increased repetition rates in primary education.</li> </ul>  | <ul style="list-style-type: none"> <li>For <i>Plan Decenal</i> 1993–2002 and General Law of Education 1997, national debate on ways to increase access and improve quality. After evaluation of results (but no national dialogue), Strategic Plan for Dominican Republic Educational Development 2003–2012.</li> <li>2005 Presidential Forum for the Excellence of Education: representatives from schools, parent organizations and business, supporting revitalization and reform of education.</li> <li>Limited decentralization, with schools preparing education projects but not taking decisions. Institutionalized parent and community participation, limited to management of school equipment and local fundraising.</li> </ul>   | <b>ECCE</b> <ul style="list-style-type: none"> <li>Initial Education Strengthening Programme to expand and improve pre-primary schooling for 5-year-olds, especially in rural areas.</li> </ul> <b>Basic education</b> <ul style="list-style-type: none"> <li>Cash transfer programme Solidarity, stimulating demand for basic education.</li> <li>Multiphase Programme for Equality in Basic Education, since 2005: to reduce repetition and dropout in poor, urban settings through remedial and accelerated learning. Strengthening Education for Diversity: creating inclusive conditions for children with different educational needs.</li> </ul>   | <ul style="list-style-type: none"> <li>In <i>Plan Decenal</i>, curricular reform but no changes in teaching practices. Improvement to teacher qualifications through new curriculum, post-graduate courses, transformation of teacher training schools into higher education institutions.</li> <li>Textbook production in several subjects but inefficient distribution.</li> <li>Use of ICT in teaching upgrade programme.</li> </ul>  |
| <b>GUATEMALA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased by 14% primary NER. Achieved large fall in out-of-school children, by 69%.</li> <li>Improved survival rate to grade 5.</li> <li>Decreased by 16% repetition rate.</li> <li>Decreased by 18% PTR.</li> </ul>   | <ul style="list-style-type: none"> <li>Guatemala Education Plan 2004–2007; National Education for All Plan 2004–2015; Long-term National Education Plan 2004–2023.</li> <li>Emphasis on universalizing education, quality, citizenship, gender equity, recognition of culturally diverse and multilingual nation.</li> <li>Civil society participation: Vision for Education, involving fifty-two leaders of social sectors and their recommendations to expand and improve education.</li> </ul>   | <b>ECCE</b> <ul style="list-style-type: none"> <li>Community Pre-school Education Readiness Centres: preparing children aged 6 and over from various ethnic groups to enter primary school.</li> </ul> <b>Basic education</b> <ul style="list-style-type: none"> <li>Grant programmes to increase enrolment among disadvantaged children, including girls, and child labourers.</li> </ul>  | <ul style="list-style-type: none"> <li>School meals, primarily in rural areas.</li> <li>Let's Pass First Grade, to improve promotion rates at beginning of primary.</li> <li>Free textbooks and materials.</li> <li>Teacher training and phased implementation of pupil-centred primary school curriculum, with focus on capacities, skills and knowledge by grade.</li> </ul>   |

## Summary of national policies to advance EFA since 2000 in thirty countries

(Continued)

| Country   | Institutional environment  | Measures to expand access   | Measures to improve learning  |
|---|--|---|---|
| <b>Main challenges</b> <ul style="list-style-type: none"> <li>Tackling persistent disparities in school access and retention, in youth and adult literacy and in learning outcomes to the detriment of women, indigenous peoples and rural and lower-income households.</li> <li>Further improving the still low survival rate to grade 5.</li> <li>Addressing school infrastructure vulnerability to recurrent natural phenomena.</li> </ul>   | <ul style="list-style-type: none"> <li>National System of Education indicators to monitor plan goals.</li> <li>MoE measures to increase accountability, including school reports.</li> <li>Social audits of MoE programmes, carried out by civil society.</li> <li>Continuing movement towards school-based management, aimed in particular at increasing access and quality in rural areas.</li> </ul>  | <b>Youth and adults</b> <ul style="list-style-type: none"> <li>National Literacy Committee: literacy and post-literacy programmes in Spanish and seventeen Maya languages, in partnership with government and NGOs.</li> </ul>  | <ul style="list-style-type: none"> <li>Consolidation of national evaluation system, with tests in Spanish and mathematics since 1998, and recent participation in regional assessments.</li> <li>Use of ICT in teaching upgrade programme.</li> </ul>   |
| <b>MEXICO</b><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Accelerated pre-primary coverage, reaching GER of 93% in 2005.</li> <li>Maintained high NER and survival rate to grade 5.</li> </ul><br><b>Main challenges</b> <ul style="list-style-type: none"> <li>Removing disparities in completion of basic education and in youth and adult literacy, affecting in particular indigenous population.</li> <li>Eliminating socio-economic disparities in student performance levels measured by national assessments, and improving low performance levels at the end of basic education.</li> </ul> | <ul style="list-style-type: none"> <li>2001 law for compulsory pre-primary education from age 3.</li> <li>Transfer of education management to state and local governments in 1993, though design and implementation of curriculum are centralized.</li> </ul>  | <b>ECCE</b> <ul style="list-style-type: none"> <li>Phased implementation of compulsory education law together with school construction.</li> </ul><br><b>Basic education</b> <ul style="list-style-type: none"> <li>Oportunidades-Progreso, conditional cash transfer programme to increase access and retention in primary and secondary education among disadvantaged children; since 1997 in rural areas, 2001 in urban areas. Other grants to students at risk of dropping out.</li> <li>National Education Promotion Council (CONAFE) to reduce disparities in access and learning in pre-primary and basic education in rural and indigenous communities.</li> </ul>                                | <ul style="list-style-type: none"> <li><i>Enciclopedia</i>: digitizes fifth and sixth grade textbooks to familiarize students with new technology and help teachers improve their teaching.</li> <li>National reading programme: creates classroom libraries so primary school pupils can improve reading and comprehension skills.</li> <li>Strengthened bilingual and intercultural education: teacher recruitment and textbook publishing in indigenous languages.</li> <li>Quality Schools Programme (2001): better schools in disadvantaged urban areas through school-based management projects.</li> <li><i>Carrera Magisterial</i> ('teaching career'), performance-based incentive programme.</li> <li>Since 2002, National Institute for Educational Evaluation, national education indicators and learning assessments. Participation in international assessments.</li> <li>Promotion of ICTs in education: Red Escolar, which installs multimedia laboratories in schools and teacher training institutes, connected to Internet and to Edusat satellite.</li> </ul> |
| <b>NICARAGUA</b><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased by 31% pre-primary school GER.</li> <li>Increased by 14% primary education NER.</li> <li>Increased survival rate to grade 5.</li> </ul><br><b>Main challenges</b> <ul style="list-style-type: none"> <li>Addressing subnational economic disparities in access to primary school and in retention.</li> <li>Reducing high repetition rates.</li> <li>Increasing survival to grade 5 from very low level.</li> <li>Improving low level of learning achievements in national assessments.</li> </ul>                            | <ul style="list-style-type: none"> <li>National Education Plan 2001–2015 and MoE Joint Work Plan 2005–2008, aligned with the National Development Plan aimed at meeting EFA goals. Main areas: relevance and quality; extended supply and demand for education; better governance.</li> <li>First General Law on Education (2006): rights and responsibilities of individuals, society and the state regarding education. Decentralized education management to municipal governments from 2004 to 2007.</li> <li>Participation of local governments and civil society in formulation of municipal educational plans.</li> </ul> | <b>ECCE</b> <ul style="list-style-type: none"> <li>Expanded community pre-school education centres, located mainly in rural and urban areas of extreme poverty, mostly with teachers lacking formal qualifications.</li> </ul><br><b>Basic education</b> <ul style="list-style-type: none"> <li>Grants to reduce school costs for very poor households, especially in rural areas; e.g. Social Protection Network, providing conditional cash transfers to increase enrolment and retention in primary school.</li> <li>School meal programmes in disadvantaged areas to reduce dropout.</li> <li>Children with disabilities: endorsement of inclusive education, but disregarded in practice.</li> </ul> | <ul style="list-style-type: none"> <li>Measures to address early school failure: elimination of automatic promotion, introduction of educational upgrading programme for grades 1 and 2.</li> <li>Pilot of new curriculum based on competencies.</li> <li>Efforts by MoE to keep parents informed about school performance; use of national assessment results to address weaknesses (e.g. academic guides, management training for principals).</li> </ul>   |

(Continued)

| Country   | Institutional environment  | Measures to expand access   | Measures to improve learning  |
|---|--|---|---|
| <b>South and West Asia</b>  |  |   |   |
| <b>BANGLADESH</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Close to universal enrolment in primary education.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Increasing levels of most other indicators, which remain low.</li> </ul>   | <ul style="list-style-type: none"> <li>Aims of Primary Education Development Programme II (PEDPII, 2002): improve quality and access to primary education, improve management and capacity.</li> <li>Policy environment: characterized by high level of donor support and involvement.</li> <li>Strict requirements for registration of non-state providers of education, but lack of ongoing supervision and fragmented distribution of oversight responsibilities among government agencies.</li> </ul>  | <b>Basic education</b> <ul style="list-style-type: none"> <li>More schools and classrooms under PEDPII.</li> <li>Stipend programme for primary education since 2002.</li> <li>Reaching Out of School Projects (2002), which complements PEDPII by enrolling half a million out-of-school children in primary education.</li> <li>Stipend programme to increase girls' participation in secondary education.</li> </ul>  | <ul style="list-style-type: none"> <li>School meals at primary level.</li> <li>Move towards child-centred education.</li> <li>Education for Indigenous Children, operated by BRAC.</li> <li>NGO efforts to improve quality: e.g. PLAN Community Learning for children from disadvantaged communities.</li> </ul>  |
| <b>INDIA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>High level of primary education NER.</li> <li>Significantly improved adult literacy and gender parity.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Providing primary education to socially marginalized minority groups.</li> <li>Reducing dropout rate in primary education.</li> <li>Improving quality of learning.</li> </ul> | <ul style="list-style-type: none"> <li>Constitutional amendment (2002) making education for ages 6 to 14 a fundamental right for all.</li> <li>National Child Rights Commission (2006).</li> <li>Ongoing work to enact a 'right to education' law.</li> <li>Memoranda of understanding with non-state providers clarifying responsibilities in service delivery to disadvantaged populations.</li> </ul>   | <b>Basic education</b> <ul style="list-style-type: none"> <li>Since 1975, much expanded Integrated Child Development Scheme covering nutrition, health and pre-school education nationwide.</li> <li>Small schools (one teacher/one classroom) to increase access.</li> <li>Backward Region Grant Fund to reduce disparities in poorest regions.</li> <li>Incentives to increase demand and reduce cost for the poor, particularly girls: midday meals, school uniforms, free textbooks.</li> <li>National Programme for Education of Girls at Elementary Level.</li> <li>Residential schools for girls.</li> </ul> <b>Youth and adults</b> <ul style="list-style-type: none"> <li>Programmes such as Jan Shikshan Sansthan, offering vocational training for 14- to 25-year-olds, and Women's Training Centres.</li> </ul> | <ul style="list-style-type: none"> <li>New National Curriculum Framework (2005): child centred cooperative learning; revised syllabuses and textbooks.</li> <li>Assessment of student learning through government (NCERT: National Council of Educational Research and Training) and non-government organizations (Pratham); in Karnataka, state School Quality Assessment Organization.</li> <li>Decentralized countrywide on-site support to teachers through Block- and Cluster-level Resource Centres. NCERT: framework for school quality indicators in preparation, for assessing and grading schools.</li> <li>Support for principle of mother tongue. In Andhra Pradesh, instruction in eight tribal languages since 2003.</li> <li>Distribution of free textbooks to disadvantaged students.</li> <li>Promotion of ICTs in education: SchoolsNet, supports creation of schools networks to enhance teaching and learning through collaboration and information sharing.</li> </ul> |
| <b>PAKISTAN</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Improved primary education NER, literacy and gender parity.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Raising low levels of most indicators.</li> </ul>   | <ul style="list-style-type: none"> <li>National Education Plan (2000–2010), National Action Plan for EFA (2001–2015), and short- and medium-term plans.</li> <li>Decentralization: responsibility for policy formulation at federal level, with provinces responsible for delivery and teacher training.</li> <li>Monitoring a priority: national Education Census.</li> </ul>   | <ul style="list-style-type: none"> <li>Stipend and voucher programmes for girls in secondary education.</li> <li>Many NGO non-formal programmes for working children and others: Community School for Gypsy Children, Community Based School Programmes for Girls, Zindagi Trust programmes.</li> </ul>   | <ul style="list-style-type: none"> <li>Twana Pakistan: school nutrition programme for 5- to 12-year-olds.</li> <li>Planned new curriculum with focus on integrated national curriculum framework.</li> <li>2002 madrasa reform: introduction of secular subjects into curriculum.</li> <li>Gender-sensitive textbooks.</li> <li>Examination system emphasizing rote learning.</li> <li>2007 pilot of National Education Assessment System for grades 4, 8.</li> <li>Increased use of contract teachers.</li> <li>Donor and NGO efforts to improve teacher training: AED Pakistan Teacher Education and Professional Development Programme to upgrade mathematics, science, English-language skills.</li> </ul>  |
| <b>Sub-Saharan Africa</b>   |  |   |   |
| <b>BURKINA FASO</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased by 29% primary education NER while improving gender parity.</li> <li>Increased survival rate to grade 5 to 76%.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Improving low levels of most indicators.</li> </ul>   | <ul style="list-style-type: none"> <li>2000 PRSP: focus on primary and non-formal basic education. Ten-year basic education development plan (PDDEB, 2002).</li> <li>Civil society involvement in PDDEB through national education coalition.</li> <li>Harmonization of donor support to PDDEB.</li> <li>Joint Review Missions to improve PDDEB monitoring.</li> <li>Centralized public administration, but with 2004 Code for Territorial Communities and 2006 municipal elections marking a new phase in decentralization strategy.</li> </ul> | <b>Basic education</b> <ul style="list-style-type: none"> <li>High priority on school infrastructure, with 37% increase in number of primary school classrooms since 2001.</li> <li>Resources targeted to 20 least-educated provinces and to monitoring.</li> <li>Gender equity: waiver of fees for girls in the first year of primary school.</li> <li>Literacy: Fund for Literacy and Non-Formal Education.</li> </ul>  | <ul style="list-style-type: none"> <li>Expansion of school canteens in rural areas.</li> <li>2006 convention on school health care and nutrition.</li> <li>Expansion of bilingual schools.</li> <li>47% increase in teacher numbers since 2001.</li> </ul>  |

## Summary of national policies to advance EFA since 2000 in thirty countries

(Continued)

| Country  | Institutional environment  | Measures to expand access   | Measures to improve learning   |
|--|--|---|--|
| <b>ERITREA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>• Doubled pre-primary GER.</li> <li>• Increased by 31% primary NER.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>• Raising still-low levels of most indicators.</li> </ul>   | <ul style="list-style-type: none"> <li>• Education Sector Development Programme 2003/4–2007/8: consultation with local stakeholders to improve access, equity and quality, promote science and technology and diversify education. Pivotal in achieving education goals in 2004 Interim PRSP. Consistent with sector reforms in National Economic Policy Framework and Programme.</li> <li>• Decentralization policy since 1996, though planning, coordination and decision-making remain centralized in practice.</li> </ul>  | <b>ECCE</b> <ul style="list-style-type: none"> <li>• Introduction of national policy to support two years of ECCE for each child.</li> <li>• Establishment, within the framework of 2001–2005 ECCE programme, of ECCE centres, accompanied by increase in number of teachers.</li> </ul> <b>Basic education</b> <ul style="list-style-type: none"> <li>• Design of low-cost but durable school facilities to cut costs.</li> <li>• Focus on increasing girls' and disadvantaged groups' access, including incentives for girls. New gender education policy and strategy: five-year National Gender Action Plan to create enabling environment.</li> <li>• Rehabilitation and vocational training for street children.</li> <li>• Boarding and hostel facilities for disadvantaged ethnic minorities and nomadic groups.</li> <li>• Mai-Nefhi Teacher Training Institute: reserved for teacher trainees from marginalized, ethnic minority and nomadic groups.</li> </ul> | <ul style="list-style-type: none"> <li>• National Education Policy, road map for reform. New curriculum based on outcomes and interactive, learner-centred approach. Assessment as formative tool.</li> <li>• Incorporation of HIV/AIDS awareness into basic education curriculum.</li> <li>• Textbook Production Unit: production of low-cost textbooks, including in 8 Eritrean languages, distributed at 1:1 ratio.</li> <li>• New curriculum for adult literacy.</li> <li>• National adult literacy programme, since 1998/99: Bana Radio, operated by MoE, broadcasting literacy lessons in four local languages.</li> </ul> |
| <b>ETHIOPIA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>• Substantially increased primary NER by 106%.</li> <li>• Significantly improved gender parity at primary level.</li> <li>• Increased survival rate to grade 5.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>• Improving low level of pre-primary coverage.</li> <li>• Reducing large numbers of out-of-school children and illiterate youth and adults.</li> <li>• Addressing regional disparities.</li> </ul> | <ul style="list-style-type: none"> <li>• Since 1994 Education and Training Policy, strong commitment to EFA, especially UPE by 2015. Three subsequent Education Sector Development Programmes (ESDPs): focus on expanding equitable access to primary and vocational education, restructuring education system and improving quality. Linked to government poverty reduction strategy.</li> <li>• A range of donors supporting education. Regular dialogue and joint sector reviews with government to develop ESDPs.</li> <li>• Non-state provision: gradual expansion, with better dialogue between NGOs, and government regulation of non-state provision through registration, but concern about quality of teacher training.</li> <li>• Regular collection of education data by most districts and regions, but weak analysis.</li> </ul> | <ul style="list-style-type: none"> <li>• ESDP 3: affirmative actions for females, pastoral and agro-pastoral groups and those with special needs. Some specific approaches for pastoralist children: mobile schools, boarding hostels.</li> <li>• Strategies to promote girls' enrolment: community sensitization campaigns, improving safety by accompanying girls to school, reducing distance travelled, improving toilets and sanitation.</li> <li>• For out-of-school children: alternative basic education, providing link to upper primary; but coverage still low.</li> <li>• 2006 MoE special needs education strategy.</li> </ul>   | <ul style="list-style-type: none"> <li>• Continuous assessment and automatic promotion for grades 1 to 3.</li> <li>• Teacher reforms with focus on pre- and in-service training. Quotas encouraging more female teachers in rural schools and more women in education management.</li> <li>• Leadership and Management Programme: nationwide initiative to upgrade skills of primary and secondary school principals.</li> <li>• Distribution of free textbooks to disadvantaged students.</li> <li>• Establishment of a Master's programme in Adult Education and Lifelong Learning in 2007.</li> </ul>                         |
| <b>MOZAMBIQUE</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>• Increased by 48% primary NER and improved gender parity.</li> <li>• Improved by 44% survival rate to grade 5.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>• Extending pre-primary coverage from low level.</li> <li>• Further expanding primary enrolment, in particular for girls.</li> <li>• Improving low levels of youth and adult literacy.</li> </ul>  | <ul style="list-style-type: none"> <li>• Education Sector Strategic Plan II (2005–2009): based on National Education Policy (1995) as well as ESSP I. Continued commitment to EFA and MDGs.</li> <li>• Broader strategy of public sector reform, emphasizing decentralisation, improved management, strengthened capacity at all levels.</li> <li>• Directorate for Adult and Non-Formal Education within MoE, with provincial and district-level representation.</li> </ul>   | <ul style="list-style-type: none"> <li>• 2005 abolition of school fees.</li> <li>• New strategy for adult and non-formal education, based on research and stakeholder consultation.</li> <li>• Expansion of adult literacy classes.</li> </ul>  | <ul style="list-style-type: none"> <li>• New curriculum for primary education: mother tongue instruction in early grades, transition later to national language (also in in-service teacher training).</li> <li>• Increase in female recruits in pre-service teacher training institutions.</li> <li>• HIV/AIDS training for teachers and managers.</li> <li>• Increased management and training for school principals.</li> <li>• Direct Support to Schools, providing direct grants for learning materials and supplies.</li> </ul>  |

(Continued)

| Country  | Institutional environment   | Measures to expand access  | Measures to improve learning   |
|--|---|--|--|
| <b>NIGERIA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased primary NER and adult literacy, especially of women.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Raising low levels of most indicators.</li> </ul>  | <ul style="list-style-type: none"> <li>Efforts to strengthen federal system and reform education as part of Public Service Reform programme.</li> <li>2004 National Framework of Education, National Policy on Education, and new Education Vision, stressing better monitoring, provision of learning and teaching materials, physical facilities, reducing teacher shortages.</li> <li>2006 draft EFA Action Plan: ten-year Education Sector Plans in ten states, of which four have also done three-year detailed and costed operation plans.</li> <li>Nine years of universal basic education free and compulsory under federal law.</li> <li>2004 unit under presidency to assess and monitor education agencies, with innovative direct involvement of parents, students, employers and civil society. Strengthened National Management Information System, able to analyze and publish school data at local government area (LGA) and state level.</li> <li>2005 introduction of School Management Committees (SMCs) by the National Council on Education, since then also introduced by some states. Monitored by LGAs through school supervisors. SMC legal structures not yet established at state level.</li> <li>Civil Society Action Coalition on EFA, which actively promotes EFA goals through policy dialogue.</li> <li>Registration of non-state schools involving teacher qualification requirements, but without effective oversight.</li> </ul> | <ul style="list-style-type: none"> <li>Policy framework for mainstreaming ECCE, allocating 5% of Federal Intervention Fund to this purpose.</li> <li>Consistent advocacy for education of girls and gender-based budgeting to increase provision and demand for girls' education in six states.</li> </ul>   | <ul style="list-style-type: none"> <li>Since late 2007, new primary and secondary curriculum: fewer subjects through elective system, emphasis on greater relevance.</li> <li>Development by Education Commission of integrated curricula for Koranic schools in northern Nigeria.</li> <li>Many national learning achievement studies.</li> <li>Revision of curriculum for pre-service teacher training. Incentives in several states for teachers to work in rural areas.</li> </ul>                                       |
| <b>RWANDA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased primary education NER to 74%.</li> <li>Significantly decreased repetition rate in primary education.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Improving school quality and youth and adult literacy from current low levels.</li> </ul> | <ul style="list-style-type: none"> <li>2003 Education Sector Policy, which led to Education Sector Strategic Plan (ESSP) based on Long Term Strategy and Financial Framework, including commitment to MDGs, nine-year basic education cycle, and science and technology. Both guided by government's Vision 2020 and poverty reduction strategy.</li> <li>ESSP update, involving wider stakeholder consultations.</li> <li>2000 Decentralization Policy and Strategy: local participation and power to raise revenue.</li> <li>Ongoing civil service reforms since 1998, leading to decentralized procurement, budget management and service.</li> </ul>  | <ul style="list-style-type: none"> <li>2003 abolition of primary school fees.</li> <li>Development of manuals to improve school construction.</li> <li>2006 national policy for girls' education, including promotion of science and technology studies.</li> <li>Special funding programmes, e.g. Genocide Survivors Fund and District Education Fund to give orphans and vulnerable children access to education.</li> <li>Pilot of Catch-Up Programme as alternative for those who missed formal schooling.</li> <li>2005 National Policy and Strategy for Functional Literacy for Youth and Adults.</li> </ul>   | <ul style="list-style-type: none"> <li>National curriculum policy since 2003.</li> <li>Stronger parental role in Parent Teacher Associations via allocation of school-based capitation grants.</li> <li>New Teacher Service Commission, to address chronic shortage of teachers.</li> </ul>  |
| <b>SENEGAL</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased by 33% primary education NER, with improved gender parity.</li> <li>Improved pre-primary GER.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Raising still-low levels of most indicators.</li> </ul>   | <ul style="list-style-type: none"> <li>Ten-Year Education and Training Programme (2000), updated annually in increasingly participatory process, consistent with MDGs and PRSP.</li> <li>At central level, civil society participation through National Council of Education and Training.</li> <li>Since 1992, National Academic Results Evaluation System, based on standardized tests.</li> <li>Overall decentralization policy, including increased allocations to Decentralization Allocation Fund and Local Authority Assistance Fund (1996). Gradual decentralization of education as funds reach local implementing bodies.</li> </ul>  | <b>Basic education</b> <ul style="list-style-type: none"> <li>Action plan to reduce number of schools offering incomplete cycle: improved quality through more efficient use of rural classrooms and less overcrowding in city schools.</li> <li>Partner units for enrolment of girls: local actions to promote access by and retention of girls.</li> </ul> <b>Youth and adults</b> <ul style="list-style-type: none"> <li>Alternative models: basic community schools, functional literacy centres, other literacy classes to give disadvantaged groups a second chance.</li> <li>'Faire-faire' policy of delegation by involving organizations such as Senegal National Coordination of Literacy Operators and semi-public or private companies.</li> <li>Senegalese Association for the Development of Literacy, established in March 2006.</li> </ul> | <ul style="list-style-type: none"> <li>New national basic education curriculum: focus on knowledge for everyday situations.</li> <li>With UNFPA support, family life education/population education curriculum in all primary schools, introduced 2002–2006.</li> <li>UNICEF support of cross-cutting programme on life skills, education, citizenship.</li> <li>Since 2006, Single Staff File to rationalize personnel management. Other reforms: faster, more transparent appointment and transfer of teachers.</li> </ul> |



## Summary of national policies to advance EFA since 2000 in thirty countries

(Continued)

| Country  | Institutional environment   | Measures to expand access  | Measures to improve learning  |
|--|---|--|---|
| <b>SOUTH AFRICA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Increased by 90% pre-primary GER.</li> <li>Improved by 26% survival rate to grade 5.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Reversing important fall of primary NER, which translated into large increase in number of out-of-school children.</li> </ul> | <ul style="list-style-type: none"> <li>1999 Call for Action: nine priority areas to improve quality of teaching force and promote active learning through outcome-based education. Incorporation of priority areas into Implementation Plan for Tirisano ('working together') 2000–2004. Key objectives: HIV/AIDS awareness, school effectiveness, professionalism, literacy, continuing and higher education, improved managerial efficiency in national and provincial departments.</li> <li>Second half of 1990s, national education policy reforms, with serious implementation since 1999.</li> <li>2003 National Plan of Action: to improve access to free, good-quality basic education for all.</li> <li>Promotion of school autonomy, but following detailed guidelines issued at central level.</li> <li>Financial incentives of block grants allocated to registered independent schools subject to quality equity and management criteria.</li> </ul> | <ul style="list-style-type: none"> <li>Expanded Child Support Grant, a non-conditional mean-tested cash transfer.</li> <li>2001 Education White Paper 6 on Special Needs Education.</li> <li>National Skills Development Strategy, adopted in 2001 to promote skills development.</li> <li>Establishing of Sectoral Education and Training Authorities (SETAS) to manage skills development.</li> </ul>  | <ul style="list-style-type: none"> <li>Revised National Curriculum, introduced 1997, implemented 2004.</li> <li>Outcomes-based curriculum with assessment tied to rewards and sanctions.</li> <li>Promotion of ICT in education: SchoolsNet, supporting creation of schools networks to enhance teaching and learning through collaboration and information sharing.</li> <li>District Development Support programme: whole-school quality improvement strategy aimed at schools in disadvantaged districts.</li> <li>National policy Framework for Teacher Education and Development in South Africa.</li> </ul> |
| <b>UNITED REPUBLIC OF TANZANIA</b><br><br><b>Main achievements</b> <ul style="list-style-type: none"> <li>Substantially increased primary NER, to 98%.</li> <li>Improved literacy rate.</li> </ul> <b>Main challenges</b> <ul style="list-style-type: none"> <li>Improving low level of pre-primary coverage.</li> </ul>   | <ul style="list-style-type: none"> <li>Education guided by Development Vision 2025.</li> <li>Education Sector Development Programme (1997) and two subsector programmes, Primary Education Development Programme and Secondary Education Development Programme, expressing commitment to meet EFA goals and MDGs. Policy framework guided by National Strategy for Growth and Reduction of Poverty.</li> <li>Public sector reforms: decentralized responsibility for implementing primary education, with MoE responsible for policy, capacity development, standard-setting, quality assurance.</li> <li>Development of Performance Assessment Framework.</li> <li>Growing role of School Management Committees.</li> </ul>  | <b>Basic education</b> <ul style="list-style-type: none"> <li>Free primary education, announced in 2003.</li> <li>Increased school construction.</li> <li>Government bursary programme to help poorer students, especially girls, gain access to secondary education</li> </ul> <b>Youth and adults</b> <ul style="list-style-type: none"> <li>Since 1999, expanded catch-up programmes for young people and adults, e.g. Complementary Basic Education in Tanzania for out-of-school children and Integrated Community Basic and Adult Education for adults.</li> </ul> | <ul style="list-style-type: none"> <li>Substantial curriculum reform: less rote memorization, more focus on understanding concepts and acquiring skills.</li> <li>Teacher Education Master Plan, defining professional development of teachers over next five years. Increase in trainee numbers at teacher training centres (almost equal numbers of women and men).</li> <li>Participation in regional learning assessments.</li> <li>Training of facilitators for youth and adult education programme.</li> </ul>  |

Notes: CSO = civil society organization; ICT = information and communication technology; IT = information technology; MDG = Millennium Development Goal; MoE = Ministry of Education or country equivalent; NFE = non-formal education; PRSP = Poverty Reduction Strategy Paper.

Sources: Aitchison (2007); Albania Ministry of Education and Science (2005); Anis (2007); Aydagül (2007); Bano (2007); Bines (2007); Bracho (2007); Briller (2007); Caoli-Rodriguez (2007); Gajardo (2007); Govinda (2007); Hddigui (2007b); Henaff et al. (2007); Ireland (2007); Kefaya (2007); Macpherson (2007); Mozambique Ministry of Education (2005); Neri and Buchmann (2007); Niane and Robert (2007); Porta and Laguna (2007b, 2007c); Sabri (2007); Seel (2007); Steiner-Khamis (2007); Theobald et al. (2007); UNESCO (2006b); Vachon (2007); Woods (2007a, 2007b, 2007c); World Bank (2005); Zhao and Wenbin (2007).

# Statistical tables

## Introduction

The most recent data on pupils, students, teachers and expenditure presented in these statistical tables are for the school year ending in 2005.<sup>1</sup> They are based on survey results reported to and processed by the UNESCO Institute for Statistics (UIS) before the end of May 2007. Data received and processed after this date will be used in the next *EFA Global Monitoring Report*. A small number of countries (China, Ethiopia, Ghana, Libyan Arab Jamahiriya, Nepal, Oman, the Republic of Korea, Thailand and the United Republic of Tanzania) submitted data for the school year ending in 2006, presented in bold in the statistical tables. These statistics refer to all formal schools, both public and private, by level of education. They are supplemented by demographic and economic statistics collected or produced by other international organizations, including the United Nations Development Programme, the United Nations Children Fund (UNICEF), the United Nations Population Division (UNPD) and the World Bank.

A total of 203 countries and territories are listed in the statistical tables. Most of them report their data to the UIS using standard questionnaires issued by the Institute. For some countries, however, education data are collected via surveys carried out under the auspices of the World Education Indicators (WEI), or are provided by the Organisation for Economic Co-operation and Development (OECD) and the Statistical Office of the European Communities (Eurostat).

### Population

The indicators on access and participation in the statistical tables were calculated using the 2004 revision of population estimates produced by the UNPD. Because of possible differences between national population estimates and those of the United Nations, these indicators may differ from those published by individual countries or by other organizations.<sup>2</sup> The UNPD does not provide data by single year of age for countries with a total population of fewer than 80,000. Where no UNPD estimates exist,

national population figures, when available, or estimates from the UIS were used to calculate enrolment ratios.

### ISCED classification

Education data reported to the UIS are in conformity with the 1997 revision of the International Standard Classification of Education (ISCED). In some cases, data have been adjusted to comply with the ISCED97 classification. Data for the school year ending in 1991 may conform to the previous version of the classification, ISCED76, and therefore may not be comparable in some countries to those for years after 1997. ISCED is used to harmonize data and introduce more international comparability among national education systems. Countries may have their own definitions of education levels that do not correspond to ISCED. Some differences between nationally and internationally reported enrolment ratios may be due, therefore, to the use of these nationally defined education levels rather than the ISCED standard, in addition to the population issue raised above.

### Adult participation in basic education

ISCED does not classify education programmes by participants' age. For example, any programme with a content equivalent to primary education, or ISCED 1, may be classed as ISCED 1 even if provided to adults. The guidance the UIS provides for respondents to its regular annual education survey, on the other hand, asks countries to exclude 'data on programmes designed for people beyond regular school age'. As for the guidance for the UIS/OECD/Eurostat (UOE) and WEI questionnaires, until 2005 it stated that 'activities classified as 'continuing', 'adult' or 'non-formal' education should be included' if they 'involve studies with subject content similar to regular educational programmes' or if 'the underlying programmes lead to similar potential qualifications' as do the regular programmes. Since 2005, however, the countries involved in the UOE/WEI survey have been requested to report data for such programmes separately so that the UIS can exclude them when calculating internationally comparable indicators. Despite the UIS instructions, data from countries in the annual survey may still include pupils who are substantially above the official age for basic education.

1. This means 2004/2005 for countries with a school year that overlaps two calendar years and 2005 for those with a calendar school year.

2. Where obvious inconsistencies exist between enrolment reported by countries and the United Nations population data, the UIS may decide to not calculate or publish the enrolment ratios.

## Literacy data

UNESCO has long defined literacy as the ability to read and write, with understanding, a short simple statement related to one's daily life. However, a parallel definition arose with the introduction in 1978 of the notion of functional literacy. A definition approved in the UNESCO General Conference that year stated that a person was considered functionally literate who could engage in all activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development.

In many cases, the current UIS literacy statistics rely on the first definition and are largely based on data sources that use a 'self-declaration' method: respondents are asked whether they and the members of their household are literate, as opposed to being asked a more comprehensive question or to demonstrate the skill. Some countries assume that persons who complete a certain level of education are literate.<sup>3</sup> As definitions and methodologies used for data collection differ by country, data needed to be used with caution.

Literacy data in this report cover adults aged 15 and over as well as youth aged 15 to 24. They refer to two periods, 1985–1994 and 1995–2004, and are mostly based on observed data obtained from national censuses and surveys taken during these periods. The reference years and literacy definitions for each country are presented after this introduction. The literacy statistical table presents, in addition, UIS estimates for countries with no national observed literacy data as well as projections to 2015. Both are produced using the Global Age-specific Literacy Projections Model. For a description of the projection methodology, see p. 261 of the 2006 *EFA Global Monitoring Report*, as well as *Global Age-specific Literacy Projections Model (GALP): Rationale, Methodology and Software*, available at [www.uis.unesco.org/TEMPLATE/pdf/Literacy/GALP.pdf](http://www.uis.unesco.org/TEMPLATE/pdf/Literacy/GALP.pdf).

In many countries, interest in assessing the literacy skills of the population is growing. In response to this need, the UIS has developed a new methodology and data collection instrument called the Literacy Assessment and Monitoring Programme (LAMP). Following the example of the International Adult Literacy Survey (IALS), LAMP is based

on the actual, functional assessment of literacy skills. It aims to provide literacy data of higher quality and is based on the concept of a continuum of literacy skills rather than the common literate/illiterate dichotomy.

## Estimates and missing data

Both actual and estimated data are presented throughout the statistical tables. When data are not reported to the UIS using the standard questionnaires, estimates are often necessary. Wherever possible, the UIS encourages countries to make their own estimates, which are presented as national estimates. Where this does not happen, the UIS may make its own estimates if sufficient supplementary information is available. Gaps in the tables may also arise where data submitted by a country are found to be inconsistent. The UIS makes every attempt to resolve such problems with the countries concerned, but reserves the final decision to omit data it regards as problematic.

To fill the gaps in the statistical tables, data for previous school years were included when information for the school year ending in 2005 was not available. Such cases are indicated by a footnote.

## Data processing timetable

The timetable for collection and publication of data used in this report was as follows.

- June 2005 (or December 2005 for some countries with a calendar school year): the final school year in the data collection period ended.
- November 2005 and June 2006: questionnaires were sent to countries whose data are collected directly either by the UIS or through the WEI and UOE questionnaires, with data submission deadlines of 31 March 2006, 1 August 2006 and 30 September 2006, respectively.
- June 2006: after sending reminders by e-mail, fax, phone and/or post, the UIS began to process data and calculate indicators.
- September 2006: estimation was done for missing data.
- October 2006: provisional statistical tables were produced and draft indicators sent to member states for their review.
- End February 2007: the first draft of statistical tables were produced for the *EFA Global Monitoring Report*.
- April 2007: the final statistical tables were sent to the *EFA Global Monitoring Report* team.

3. For reliability and consistency reasons, the UIS has decided no longer to publish literacy data based on educational attainment proxies. Only data reported by countries based on the 'self-declaration method' and 'household declaration' are included in the statistical tables. However, in the absence of such data, educational attainment proxies were used to calculate the EDI for some countries, particularly developed ones.

## Regional averages

Regional figures for literacy rates, gross intake rates, gross and net enrolment ratios, school life expectancy and pupil-teachers ratios are weighted averages, taking into account the relative size of the relevant population of each country in each region. The averages are derived from both published data and broad estimates for countries for which no reliable publishable data are available.

The figures for the countries with larger populations thus have a proportionately greater influence on the regional aggregates. Where not enough reliable data are available to produce an overall weighted mean, a median figure is calculated for countries with available data only.

## Capped figures

There are cases where an indicator theoretically should not exceed 100 (the NER, for example), but data inconsistencies may have resulted nonetheless in the indicator exceeding the theoretical limit. In these cases the indicator is 'capped' at 100 but the gender balance is maintained: the higher value, whether for male or female, is set equal to 100 and the other two values – the lower of male or female plus the figure for both sexes – are then recalculated so that the gender parity index for the capped figures is the same as that for the uncapped figures.

Footnotes to the tables, along with the glossary following the statistical tables, provide additional help in interpreting the data and information.

## Symbols used in the statistical tables (published and web versions)

- \* National estimate
- \*\* UIS estimate
- ... Missing data
- Magnitude nil or negligible
- Category not applicable
- ./ Data included under another category

## Composition of regions

### World classification<sup>4</sup>

- Countries in transition (12):  
Countries of the Commonwealth of Independent States, including 4 in Central and Eastern Europe (Belarus, Republic of Moldova, Russian Federation, Ukraine) and the countries of Central Asia minus Mongolia.
- Developed countries (43):  
North America and Western Europe (minus Cyprus and Israel); Central and Eastern Europe (minus Belarus, the Republic of Moldova, the Russian Federation, Turkey and Ukraine); Australia, Bermuda, Japan and New Zealand.
- Developing countries (148):  
Arab States; East Asia and the Pacific (minus Australia, Japan and New Zealand); Latin America and the Caribbean (minus Bermuda); South and West Asia; sub-Saharan Africa; Cyprus, Israel, Mongolia and Turkey.

### EFA regions

- Arab States (20 countries/territories)  
Algeria, Bahrain, Djibouti, Egypt\*, Iraq, Jordanw, Kuwait, Lebanon, Libyan Arab Jamahiriya, Mauritania, Morocco, Oman, Palestinian Autonomous Territories, Qatar, Saudi Arabia, Sudan, Syrian Arab Republic, Tunisia\*, United Arab Emirates, Yemen.
- Central and Eastern Europe (20 countries)  
Albania°, Belarus, Bosnia and Herzegovina°, Bulgaria°, Croatia, Czech Republic°, Estonia°, Hungary°, Latvia°, Lithuania°, Poland°, Republic of Moldova, Romania°, Russian Federation\*, Serbia and Montenegro, Slovakia, Slovenia°, The former Yugoslav Republic of Macedonia°, Turkey°, Ukraine.
- Central Asia (9 countries)  
Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, Uzbekistan.
- East Asia and the Pacific (33 countries/ territories)  
Australia°, Brunei Darussalam, Cambodia, China\*, Cook Islands, Democratic People's Republic of Korea, Fiji, Indonesia\*, Japan°, Kiribati, Lao People's Democratic Republic, Macao (China), Malaysia\*, Marshall Islands, Micronesia (Federated States of), Myanmar, Nauru, New Zealand°, Niue, Palau, Papua New Guinea, Philippines\*, Republic of Korea°, Samoa, Singapore, Solomon Islands, Thailand\*, Timor-Leste, Tokelau, Tonga, Tuvalu, Vanuatu, Viet Nam.

4. This is an UN Population Division country classification revised in 2004.

■ East Asia (15 countries/territories)

Brunei Darussalam, Cambodia, China<sup>w</sup>, Democratic People's Republic of Korea, Indonesia<sup>w</sup>, Japan<sup>o</sup>, Lao People's Democratic Republic, Macao (China), Malaysia<sup>w</sup>, Myanmar, Philippines<sup>w</sup>, Republic of Korea<sup>o</sup>, Singapore, Thailand<sup>w</sup>, Viet Nam.

■ Pacific (18 countries/territories)

Australia<sup>o</sup>, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, New Zealand<sup>o</sup>, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tokelau, Tonga, Tuvalu, Vanuatu.

■ Latin America and the Caribbean (41 countries/territories)

Anguilla, Antigua and Barbuda, Argentina<sup>w</sup>, Aruba, Bahamas, Barbados, Belize, Bermuda, Bolivia, Brazil<sup>w</sup>, British Virgin Islands, Cayman Islands, Chile<sup>w</sup>, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica<sup>w</sup>, Mexico<sup>o</sup>, Montserrat, Netherlands Antilles, Nicaragua, Panama, Paraguay<sup>w</sup>, Peru<sup>w</sup>, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay<sup>w</sup>, Venezuela.

■ Caribbean (22 countries/territories)

Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Haiti, Jamaica<sup>w</sup>, Montserrat, Netherlands Antilles, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands.

■ Latin America (19 countries)

Argentina<sup>w</sup>, Bolivia, Brazil<sup>w</sup>, Chile<sup>w</sup>, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico<sup>o</sup>, Nicaragua, Panama, Paraguay<sup>w</sup>, Peru<sup>w</sup>, Uruguay<sup>w</sup>, Venezuela.

■ North America and Western Europe (26 countries/territories)

Andorra, Austria<sup>o</sup>, Belgium<sup>o</sup>, Canada<sup>o</sup>, Cyprus<sup>o</sup>, Denmark<sup>o</sup>, Finland<sup>o</sup>, France<sup>o</sup>, Germany<sup>o</sup>, Greece<sup>o</sup>, Iceland<sup>o</sup>, Ireland<sup>o</sup>, Israel<sup>o</sup>, Italy<sup>o</sup>, Luxembourg<sup>o</sup>, Malta<sup>o</sup>, Monaco, Netherlands<sup>o</sup>, Norway<sup>o</sup>, Portugal<sup>o</sup>, San Marino, Spain<sup>o</sup>, Sweden<sup>o</sup>, Switzerland<sup>o</sup>, United Kingdom<sup>o</sup>, United States<sup>o</sup>.

■ South and West Asia (9 countries)

Afghanistan, Bangladesh, Bhutan, India<sup>w</sup>, Islamic Republic of Iran, Maldives, Nepal, Pakistan, Sri Lanka<sup>w</sup>.

■ Sub-Saharan Africa (45 countries)

Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia, Zimbabwe<sup>w</sup>.

- o Countries whose education data are collected through UOE questionnaires

w WEI project countries

■ Least developed countries (LDC) (50 countries)<sup>5</sup>

Afghanistan, Angola, Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Cape Verde, Central African Republic, Chad, Comoros, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gambia, Guinea, Guinea-Bissau, Haiti, Kiribati, Lao People's Democratic Republic, Lesotho, Liberia, Madagascar, Malawi, Maldives, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Rwanda, Samoa, Sao Tome and Principe, Senegal, Sierra Leone, Solomon Islands, Somalia, Sudan, Timor-Leste, Togo, Tuvalu, Uganda, United Republic of Tanzania, Vanuatu, Yemen and Zambia.

5. Fifty countries are currently designated by the United Nations as 'least developed countries' (LDCs) in the following regions. The list of LDCs is reviewed every three years by the Economic and Social Council of the United Nations, in the light of recommendations made by the Committee for Development Policy. The LDCs grouping is not presented in the statistical tables, but is discussed in the main text particularly in chapter 1.

## Metadata for national literacy statistics

| Country                | Years | Data source       | Literacy definition  | Mode                  |
|------------------------|-------|-------------------|--|-----------------------|
| Afghanistan            | 2000  | MICS              | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Albania                | 2001  | Population census | A person is literate who acquires the capacities of reading and writing by him/herself and never attended any kind of educational programme. Also a person who acquired those capacities from schooling or literacy programmes is considered literate  | Household declaration |
| Algeria                | 1987  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Algeria                | 2002  | Health survey     | The capacity to read and write   | Self-declaration      |
| Angola                 | 2001  | MICS              | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Argentina              | 1991  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Argentina              | 2001  | Population census | A literate is a person who can read and write  | Household declaration |
| Armenia                | 1989  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Armenia                | 2001  | Population census | Literates correspond to those individuals aged 7+ who can read and understand in any language  | Household declaration |
| Aruba                  | 2000  | Population census | Person able to read a simple text and write a letter   | Household declaration |
| Azerbaijan             | 1999  | Population census | Literates are persons who can read and write, with understanding, a text. Literacy is acceptable for any language having written form  | Household declaration |
| Bahrain                | 1991  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Bahrain                | 2001  | Population census | Illiterates are persons who cannot read or write, as well as persons who can read only, for example a person who studied the Koran   | Household declaration |
| Bangladesh             | 1991  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Bangladesh             | 2001  | Population census | A literate is a person who is able to write a letter in any language   | Self-declaration      |
| Belarus                | 1989  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Belarus                | 1999  | Population census | Persons aged 15+ who could neither read nor write were referred to the category of the illiterate  | Household declaration |
| Belize                 | 1991  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Benin                  | 1992  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Benin                  | 2002  | Population census | A person is literate who can, with understanding, both read and write a short simple statement on his/her everyday life  | Household declaration |
| Bolivia                | 1992  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Bolivia                | 2001  | Population census | If the person responds that he/she knows how to read and to write, he/she is literate and if he/she does not know how to read and to write, he/she is illiterate. The survey languages were Spanish and native languages in regions of indigenous speech   | Household declaration |
| Bosnia and Herzegovina | 2000  | MICS              | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Botswana               | 1991  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Botswana               | 2003  | Literacy survey   | Literacy is a responsive and context-specific multidimensional lifelong learning process designed to equip beneficiaries with specialized knowledge, skills, attitudes and techniques to independently engage in practices and genres involving listening, speaking, reading, writing, numeracy, technical functioning and critical thinking required in real life | Self-declaration      |
| Brazil                 | 2004  | Household survey  | A literate is a person who can both read and write at least a simple statement in a language he or she knows (language – Portuguese)   | Self-declaration      |
| Brunei Darussalam      | 1991  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |



Metadata for national literacy statistics

(continued)

| Country                  | Years | Data source                      | Literacy definition  | Mode                  |
|--------------------------|-------|----------------------------------|--|-----------------------|
| Brunei Darussalam        | 2001  | Population census                | Literacy is the ability of a person to read and write a simple letter or to read a newspaper column in one or two languages  | Household declaration |
| Bulgaria                 | 2001  | Population census                | Literates are persons who can read and write   | Household declaration |
| Burkina Faso             | 1991  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Burkina Faso             | 2005  | Household life conditions survey | Literates are persons who declare that they can read and write in any language   | Self-declaration      |
| Burundi                  | 1990  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Burundi                  | 2000  | MICS                             | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Cambodia                 | 2004  | Intercensal population survey    | Literacy is the ability to read and write with understanding in any language. A person is literate when he/she can read and write a simple message in any language or dialect. A person who both cannot read and write a simple message is considered illiterate. Also to be considered illiterate is a person who is capable of reading only his/her own name or number, as well as persons who can read but not write. Children aged 0–9 were treated as illiterate by definition even if a few could read and write | Self-declaration      |
| Cameroon                 | 2001  | Second household survey – ECAMII | Literacy is the ability of people aged 15+ to read and write in French or in English   | Self-declaration      |
| Cape Verde               | 1990  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Central African Republic | 1988  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Central African Republic | 2000  | MICS                             | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Chad                     | 1993  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Chad                     | 2000  | MICS                             | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Chile                    | 1992  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Chile                    | 2002  | Population census                | A person is literate who knows how to write and to read (Spanish)  | Household declaration |
| China                    | 1990  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| China                    | 2000  | Population census                | In urban areas: literate refers to a person who knows a minimum of 2,000 characters. In rural areas: literate refers to a person who knows a minimum of 1,500 characters   | Household declaration |
| Colombia                 | 1993  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Colombia                 | 2005  | Labour force survey              | Literacy is the capacity to read and to write in one's mother tongue   | Self-declaration      |
| Costa Rica               | 2000  | Population census                | In the census it was asked whether the person knows how to read or write, from that we concluded literacy and illiteracy if the answer was yes or no, respectively   | Household declaration |
| Côte d'Ivoire            | 1988  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Côte d'Ivoire            | 2000  | MICS                             | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Croatia                  | 1991  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Croatia                  | 2001  | Population census                | A literate person is one who can read and write a simple statement on his/her everyday life; i.e. who can read and write a letter no matter what language or characters he/she uses  | Household declaration |
| Cuba                     | 2002  | Population census                | The people who were able to read and to write at least a simple text of facts relative to their daily life were considered literate. The people who did not fulfil that condition were regarded as illiterate  | Household declaration |
| Cyprus                   | 1992  | Population census                | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |

(continued)

| Country                          | Years | Data source                    | Literacy definition  | Mode                  |
|----------------------------------|-------|--------------------------------|--|-----------------------|
| Cyprus                           | 2001  | Population census              | Literates are persons who can read and write simple sentences  | Household declaration |
| Democratic Republic of the Congo | 2001  | MICS                           | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Dominican Republic               | 2002  | Population census              | Literates are all people aged 10 and + who know how to read and to write   | Household declaration |
| Ecuador                          | 1990  | Population census              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Ecuador                          | 2001  | Population census              | Literacy is the capacity to read and write   | Household declaration |
| Egypt                            | 1986  | Population census              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Egypt                            | 2005  | Social contract survey         | Illiterate persons were those persons who had not completed primary education and who could not read or write  | Household declaration |
| El Salvador                      | 1992  | Population census              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Equatorial Guinea                | 2000  | MICS                           | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Estonia                          | 1989  | Population census              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Estonia                          | 2000  | Population census              | 'Illiterate' was recorded for a person who had not completed the level corresponding to primary education and who could not, with understanding, both read and write a simple text on his/her everyday life at least in one language                       | Household declaration |
| Ethiopia                         | 1994  | Population census              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Ethiopia                         | 2004  | Welfare monitoring survey      | A literate is anybody who passed the test of reading and writing   | Self-declaration      |
| Gabon                            | 1993  | Population census              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Ghana                            | 2000  | Population census              | Literacy is the ability to read and write any language with understanding. The languages in question are English and Ghanaian languages  | Household declaration |
| Greece                           | 1991  | Population census              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Greece                           | 2001  | Population census              | Literacy is defined as the ability both to read and to write   | Household declaration |
| Guatemala                        | 1994  | Population census              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Guatemala                        | 2002  | Population census              | Literate: a person who can read and write in a specific language. This capacity includes persons who are aged 7+   | Household declaration |
| Guinea                           | 2003  | MICS                           | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Honduras                         | 2001  | Population census              | Literate refers to those who can read and write  | Household declaration |
| India                            | 1991  | Population census              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| India                            | 2001  | Population census              | A literate is a person aged 7+ who can both read and write with understanding in any language  | Household declaration |
| Indonesia                        | 1990  | Population census              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Indonesia                        | 2004  | National socio-economic survey | A literate is someone who can read and write at least a simple sentence in Bahasa Indonesia  | Self-declaration      |
| Iran, Islamic Republic of        | 1991  | Multiround population survey   | ...  | Self-declaration      |
| Iran, Islamic Republic of        | 2005  | Labour force survey            | Literates are all persons who can read and write a text in Farsi (Persian) or in any other language, whether or not they had an educational certificate, and all students including those in the first year of elementary school or in a literacy campaign | Self-declaration      |
| Iraq                             | 2000  | MICS                           | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |

(continued)

| Country                          | Years | Data source                        | Literacy definition  | Mode                  |
|----------------------------------|-------|------------------------------------|--|-----------------------|
| Italy                            | 2001  | Population census                  | Literacy is defined as the ability both to read and to write   | Household declaration |
| Jamaica                          | 1999  | Jamaica Adult Literacy Survey      | Illiterate persons are those considered to have a very limited knowledge of the alphabetic system and so may be able to identify (read) a few frequently used words but cannot understand a group of words in a phrase or a sentence. Such persons may write a few letters of the alphabet                             | Self-declaration      |
| Jordan                           | 2005  | Employment and unemployment survey | ...  | ...                   |
| Kazakhstan                       | 1989  | Population census                  | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Kazakhstan                       | 1999  | Population census                  | ...  | ...                   |
| Kenya                            | 2000  | MICS                               | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Kuwait                           | 1985  | Population census                  | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Kuwait                           | 2005  | Population census                  | Literacy is a person's ability to read a simple statement related to his (her) everyday life and understanding. It needs a series of writing and reading skills and testing that includes basic accounting skills  | Household declaration |
| Kyrgyzstan                       | 1999  | Population census                  | The literate population is those aged 6+ who are able to read and write or only to read  | Household declaration |
| Lao People's Democratic Republic | 1995  | Population census                  | A person is defined as literate if he can, with understanding, both read and write a short, simple statement on his everyday life  | Household declaration |
| Lao People's Democratic Republic | 2001  | National Literacy Survey           | A literate person was defined as a person who can read, write and understand simple sentences in Lao, and perform simple arithmetic calculations (numeracy). All household members aged 6+ were asked whether they could read, write and perform simple calculations   | Self-declaration      |
| Latvia                           | 1989  | Population census                  | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Latvia                           | 2000  | Population census                  | A person is illiterate who cannot, with understanding, both read and write a short, simple statement, or a person who can read but not write   | Household declaration |
| Lesotho                          | 2001  | Demographic survey                 | Literates are persons who can read and write   | Self-declaration      |
| Lithuania                        | 1989  | Population census                  | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Lithuania                        | 2001  | Population census                  | Literate (no formal schooling) is a person who does not attend school but can read (with understanding) and/or write a simple sentence on topics of everyday life  | Household declaration |
| Macao, China                     | 2001  | Population census                  | A person is defined as literate if he/she can, with understanding, both read or write a short, simple statement on his/her everyday life   | Household declaration |
| Madagascar                       | 2000  | MICS                               | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Malawi                           | 1987  | Population census                  | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Malawi                           | 1998  | Population census                  | Literates are persons able to write and read English, Chichewa or other languages  | Household declaration |
| Malaysia                         | 1991  | Population census                  | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Malaysia                         | 2000  | Population census                  | Illiterates are a persons aged 10+ who have never been to school in any language   | Household declaration |
| Maldives                         | 1990  | Population census                  | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Maldives                         | 2000  | Population census                  | A literate is a person who can read and write with understanding in any language: Maldivian language (Dhivehi), English, Arabic, etc.  | Household declaration |
| Mali                             | 2003  | Light Integrated Household Survey  | A person aged 15+ is defined as literate if he/she can read and write a simple statement in any language   | Self-declaration      |
| Malta                            | 1995  | Population census                  | Literacy is defined as the ability both to read and to write. A person, who can, with understanding, both read and write a short, simple statement on his/her everyday life is literate. A person who cannot, with understanding, both read and write a short, simple statement on his/her everyday life is illiterate | Household declaration |

(continued)

| Country                            | Years | Data source                                    | Literacy definition   | Mode                  |
|------------------------------------|-------|--|---|-----------------------|
| Mauritania                         | 2000  | Population census                              | Literates are all persons who are able to read and write in the language specified  | Household declaration |
| Mauritius                          | 1990  | Population census                              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life   | Household declaration |
| Mauritius                          | 2000  | Population census                              | A person was considered as literate if he or she was able, with understanding, to both read and write a simple statement on his/her everyday life   | Household declaration |
| Mexico                             | 1990  | Population census                              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life   | Household declaration |
| Mexico                             | 2005  | Population census                              | Literacy is a situation that distinguishes all people aged 5 and + according to whether they can read and write a brief message. During data analysis this information has been used for two different populations: aptitude to read and write for the population aged 6–14, and literacy status for people aged 15 and + | Self -declaration     |
| Mongolia                           | 2000  | Population census                              | Literacy is the ability to read and write simple statements in Mongolian or any other language, with understanding  | Household declaration |
| Morocco                            | 1994  | Population census                              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life   | Household declaration |
| Morocco                            | 2004  | Population census                              | A literate is any individual able to read and write, with understanding, a simple and short statement related to his/her daily life. The reference population is those aged 10+   | Household declaration |
| Mozambique                         | 1997  | Population census                              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life   | Household declaration |
| Myanmar                            | 2000  | MICS   | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper  | Self-declaration      |
| Namibia                            | 1991  | Population census                              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life   | Household declaration |
| Namibia                            | 2001  | Population census                              | Literacy is the ability to write and read with understanding in any language. Persons who could read and not write were classified as non-literate. Similarly, persons who were able to write and not read were classified as non-literate  | Household declaration |
| Nepal                              | 1991  | Population census                              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life   | Household declaration |
| Nepal                              | 2001  | Population census                              | A person aged 6+ who can read and write a simple letter, with understanding, in any language and have simple knowledge of arithmetic is considered as literate  | Household declaration |
| Netherlands Antilles               | 1992  | Population census                              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life   | Household declaration |
| Nicaragua                          | 2001  | National survey                                | A literate is a person who can read and write; an illiterate is a person who can only read or who cannot read and write   | Self-declaration      |
| Niger                              | 2005  | Survey on Basic Indicators of Well-being       | A literate is a person who knows how to read and write in any language  | Self-declaration      |
| Nigeria                            | 1991  | Population census                              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life   | Household declaration |
| Oman                               | 2003  | Population census                              | A literate is an individual who is capable of both reading and writing but does not hold an academic qualification of any kind  | Household declaration |
| Pakistan                           | 2005  | Social and Living Standards Measurement Survey | A literate is one who can read a newspaper and write a simple letter in any language  | Self-declaration      |
| Palestinian Autonomous Territories | 2004  | Labour force survey                            | A literate person is one who can both read and write a short, simple statement on his or her everyday life  | Self-declaration      |
| Panama                             | 1990  | Population census                              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life   | Household declaration |
| Panama                             | 2000  | Population census                              | Literacy is the person's aptitude to read and to write in any language  | Household declaration |
| Papua New Guinea                   | 2000  | Population census                              | A literate is a person who can read and write, with understanding, at least one language (English, Motu or Tokples)   | Household declaration |
| Paraguay                           | 1992  | Population census                              | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life   | Household declaration |

Metadata for national literacy statistics

(continued)

| Country               | Years | Data source  | Literacy definition  | Mode                           |
|-----------------------|-------|--|--|--------------------------------|
| Peru                  | 1993  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Peru                  | 2005  | ...  | A literate is a person aged 15+ who declares that he/she can read and write  | Self-declaration               |
| Philippines           | 1990  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Philippines           | 2003  | Functional Literacy, Education and Mass Media Survey | Basic and simple literacy is the ability of a person to read and write with understanding a simple message in any language or dialect  | Household/<br>Self-declaration |
| Portugal              | 1991  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Qatar                 | 1986  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Qatar                 | 2004  | Population census                                    | Literacy is the ability to read and write  | ...                            |
| Republic of Moldova   | 1989  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Romania               | 1992  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Romania               | 2002  | Population census                                    | A person aged 10+ who graduated from an educational institution, or who didn't graduate from any educational institution but is attending one, or is able to read and write is considered as a literate person. A person of 10+ who is not able to read and write, or is able to read or write only, is an illiterate person | Household declaration          |
| Russian Federation    | 1989  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Russian Federation    | 2002  | Population census                                    | Persons having indicated some level of literacy were considered as literate. Persons who have indicated that they are unable to read and write were considered as illiterate   | Household declaration          |
| Rwanda                | 1991  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Rwanda                | 2000  | MICS   | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration               |
| Sao Tome and Principe | 1991  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Sao Tome and Principe | 2001  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Saudi Arabia          | 1992  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Saudi Arabia          | 2000  | Household demographic survey                         | A person is considered literate if he/she can read and write in any language<br>A blind person is considered literate if he/she can read and write in Braille  | Self-declaration               |
| Saudi Arabia          | 2004  | Population census                                    | A person is considered literate if he/she can read and write in any language<br>A blind person is considered literate if he/she can read and write in Braille  | Self-declaration               |
| Senegal               | 1988  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Senegal               | 2002  | Household survey                                     | Literate: persons who are able to read and write in any language   | Self-declaration               |
| Serbia and Montenegro | 1991  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Serbia and Montenegro | 2002  | Population census                                    | Literate population covers all persons aged 10+ who can read and write a text dealing with everyday life regardless of the language. All other persons, including also those who can only read, are considered as illiterate   | Household declaration          |
| Seychelles            | 1994  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |
| Seychelles            | 2002  | Population census                                    | Literacy is the ability to read or write a simple sentence in English, French or Creole  | Household declaration          |
| Sierra Leone          | 2004  | Population census                                    | Literacy was defined as the ability to read and write in any language  | Household declaration          |
| Singapore             | 1990  | Population census                                    | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration          |

(continued)

| Country                               | Years | Data source         | Literacy definition  | Mode                  |
|---------------------------------------|-------|---------------------|--|-----------------------|
| Singapore                             | 2000  | Population census   | Literacy refers to a person's ability to read with understanding, e.g. a newspaper, in the language specified  | Household declaration |
| Slovenia                              | 1991  | Population census   | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| South Africa                          | 1996  | Population census   | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | ...                   |
| Spain                                 | 1991  | Population census   | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Sri Lanka                             | 2001  | Population census   | The census schedule provided for recording the ability to speak, read and write Sinhalese, Tamil and English. A person was regarded as able to read and write a language only if he/she could both read with understanding and write a short letter or paragraph in that language. A person who is able to read and write at least one language was regarded as literate   | Household declaration |
| Sudan                                 | 2000  | MICS                | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Suriname                              | 2004  | Population census   | A person is considered literate if he/she can write a simple note or phrase  | Household declaration |
| Swaziland                             | 1986  | Population census   | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Swaziland                             | 2000  | MICS                | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Syrian Arab Republic                  | 2004  | Population census   | A literate is an individual male or female capable of reading and writing in Arabic  | Household declaration |
| Tajikistan                            | 1989  | Population census   | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Tajikistan                            | 2000  | Population census   | Literates are persons who can write and read regardless of the language  | Household declaration |
| Thailand                              | 2000  | Population census   | Literate persons are defined as persons aged 5+ who are able to read and write simple statements, with understanding, in any language. If a person can read but cannot write, he/she is classified as illiterate   | Household declaration |
| The former Yugoslav Rep. of Macedonia | 1994  | Population census   | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| The former Yugoslav Rep. of Macedonia | 2002  | Population census   | Each person having completed more than three grades of primary school shall be considered literate. In addition, a person without school qualification and with one to three grades of primary school will be considered literate if he/she can read and write a composition (text) in relation to everyday life (i.e. read and write a letter regardless of the language and alphabet he/she uses). However, if a person without education or having completed one to three grades of primary school cannot read and write a composition (text) about everyday life, i.e. read and write a letter, he/she will be considered illiterate | Household declaration |
| Togo                                  | 2000  | MICS                | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Tonga                                 | 1996  | Population census   | For a person to be considered as literate in a language, that person must be able to read and write in that language   | Household declaration |
| Tunisia                               | 2004  | Population census   | A literate is a person who knows how to read and write at least one language   | Household declaration |
| Turkey                                | 1990  | Population census   | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Turkey                                | 2004  | Labour force survey | People who can write and read are accepted as literate   | Self-declaration      |
| Turkmenistan                          | 1995  | Population census   | Literate are persons aged 7 and + who are able to write and read   | Household declaration |
| Uganda                                | 1991  | Population census   | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Uganda                                | 2002  | Population census   | Literacy is the ability to meaningfully write or read with understanding in any language   | Household declaration |
| Ukraine                               | 2001  | Population census   | A literate is a person age 6+ who has any level of education or can read   | Household declaration |
| United Republic of Tanzania           | 1988  | Population census   | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |



(continued)

| Country                     | Years | Data source       | Literacy definition  | Mode                  |
|-----------------------------|-------|-------------------|--|-----------------------|
| United Republic of Tanzania | 2002  | Population census | Literacy is defined as the ability both to read and to write, with understanding, a short, simple statement on everyday life. The ability to read and write may be in any language | Household declaration |
| Uruguay                     | 1985  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Uruguay                     | 1996  | Population census | ...  | ...                   |
| Vanuatu                     | 1999  | Population census | ...  | ...                   |
| Venezuela                   | 1990  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Venezuela                   | 2001  | Population census | ...  | Household declaration |
| Viet Nam                    | 1989  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Viet Nam                    | 1999  | Population census | A literate is a person who knows how to read and write, with understanding, simple sentences in his/her national or ethnic language or a foreign language                          | Household declaration |
| Yemen                       | 1994  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Zambia                      | 1990  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |
| Zambia                      | 1999  | MICS              | Literacy is defined as the ability to read easily or with difficulty a letter or a newspaper   | Self-declaration      |
| Zimbabwe                    | 1992  | Population census | A person is defined as literate if he/she can, with understanding, both read and write a short, simple statement on his/her everyday life  | Household declaration |

... Missing information.

Table 1  
Background statistics

| Country or territory       | DEMOGRAPHY <sup>1</sup> |   |   |                                  |           |           |   | HIV/AIDS <sup>2</sup>                     |   |                           |  |
|----------------------------|-------------------------|---|---|----------------------------------|-----------|-----------|---|---|---|---------------------------|--|
|                            | Total population (000)  | Average annual growth rate (%) total population | Average annual growth rate (%) age 0-4 population | Life expectancy at birth (years) |           |           | Total fertility rate (children per woman) | HIV prevalence rate (%) in adults (15-49) | % of women among people (age 15+) living with HIV | Orphans due to AIDS (000) |  |
|                            |                         |   |   | Total                            | 2005-2010 |           |   |   |   |                           |  |
|                            |                         |   |   |                                  | 2005      | 2005-2010 |   |   |   |                           |  |
|                            | 2005                    | 2005-2010                                       | 2005-2010   |                                  | 2005-2010 | Female    | 2005-2010                                 | 2005 Total                                | 2005  | 2005                      |  |
| Arab States                |                         |   |   |                                  |           |           |   |   |   |                           |  |
| Algeria                    | 32 854                  | 1.5   | 1.7   | 72                               | 71        | 74        | 2.4                                       | 0.1                                       | 22  | ...                       |  |
| Bahrain                    | 727                     | 1.7   | -1.2  | 75                               | 74        | 77        | 2.3                                       | ...                                       | ...   | ...                       |  |
| Djibouti                   | 793                     | 1.6   | 0.0   | 54                               | 53        | 55        | 4.5                                       | 3.1                                       | 60  | 6                         |  |
| Egypt                      | 74 033                  | 1.8   | 1.0   | 71                               | 69        | 73        | 3.0                                       | <0.1                                      | ...   | ...                       |  |
| Iraq                       | 28 807                  | 2.4   | 0.8   | 61                               | 60        | 63        | 4.2                                       | ...                                       | ...   | ...                       |  |
| Jordan                     | 5 703                   | 2.1   | 0.2   | 72                               | 71        | 74        | 3.1                                       | ...                                       | ...   | ...                       |  |
| Kuwait                     | 2 687                   | 2.5   | 2.2   | 78                               | 76        | 80        | 2.3                                       | ...                                       | ...   | ...                       |  |
| Lebanon                    | 3 577                   | 1.1   | 0.1   | 73                               | 71        | 75        | 2.2                                       | 0.1                                       | ...   | ...                       |  |
| Libyan Arab Jamahiriya     | 5 853                   | 1.9   | 1.6   | 75                               | 73        | 77        | 2.7                                       | ...                                       | ...   | ...                       |  |
| Mauritania                 | 3 069                   | 2.7   | 2.0   | 54                               | 53        | 56        | 5.5                                       | 0.7                                       | 57  | 7                         |  |
| Morocco                    | 31 478                  | 1.4   | 0.6   | 71                               | 69        | 73        | 2.6                                       | 0.1                                       | 21  | ...                       |  |
| Oman                       | 2 567                   | 2.2   | 1.5   | 75                               | 74        | 77        | 3.2                                       | ...                                       | ...   | ...                       |  |
| Palestinian A. T.          | 3 702                   | 3.1   | 1.5   | 73                               | 72        | 75        | 5.0                                       | ...                                       | ...   | ...                       |  |
| Qatar                      | 813                     | 1.9   | 1.8   | 74                               | 72        | 77        | 2.8                                       | ...                                       | ...   | ...                       |  |
| Saudi Arabia               | 24 573                  | 2.4   | 0.9   | 73                               | 71        | 75        | 3.6                                       | ...                                       | ...   | ...                       |  |
| Sudan                      | 36 233                  | 2.1   | 0.6   | 57                               | 56        | 58        | 4.0                                       | 1.6                                       | 56  | ...                       |  |
| Syrian Arab Republic       | 19 043                  | 2.4   | 1.2   | 74                               | 72        | 76        | 3.1                                       | ...                                       | ...   | ...                       |  |
| Tunisia                    | 10 102                  | 1.0   | 0.4   | 74                               | 72        | 76        | 1.9                                       | 0.1                                       | 22  | ...                       |  |
| United Arab Emirates       | 4 496                   | 2.3   | 1.8   | 79                               | 77        | 82        | 2.4                                       | ...                                       | ...   | ...                       |  |
| Yemen                      | 20 975                  | 3.1   | 2.6   | 63                               | 61        | 64        | 5.7                                       | ...                                       | ...   | ...                       |  |
| Central and Eastern Europe |                         |   |   |                                  |           |           |   |   |   |                           |  |
| Albania                    | 3 130                   | 0.5   | 0.3   | 74                               | 72        | 77        | 2.2                                       | ...                                       | ...   | ...                       |  |
| Belarus                    | 9 755                   | -0.6  | 0.2   | 69                               | 63        | 75        | 1.2                                       | 0.3                                       | 26  | ...                       |  |
| Bosnia and Herzegovina     | 3 907                   | 0.1   | -0.7  | 75                               | 72        | 78        | 1.3                                       | <0.1                                      | ...   | ...                       |  |
| Bulgaria                   | 7 726                   | -0.7  | -1.1  | 73                               | 70        | 76        | 1.2                                       | <0.1                                      | ...   | ...                       |  |
| Croatia                    | 4 551                   | -0.1  | -0.2  | 76                               | 72        | 79        | 1.3                                       | <0.1                                      | ...   | ...                       |  |
| Czech Republic             | 10 220                  | -0.1  | 0.0   | 76                               | 73        | 79        | 1.2                                       | 0.1                                       | ...   | ...                       |  |
| Estonia                    | 1 330                   | -0.3  | 1.2   | 73                               | 67        | 78        | 1.4                                       | 1.3                                       | 24  | ...                       |  |
| Hungary                    | 10 098                  | -0.3  | -0.9  | 74                               | 70        | 78        | 1.3                                       | 0.1                                       | ...   | ...                       |  |
| Latvia                     | 2 307                   | -0.5  | 0.6   | 73                               | 67        | 78        | 1.3                                       | 0.8                                       | 22  | ...                       |  |
| Lithuania                  | 3 431                   | -0.4  | 0.2   | 73                               | 68        | 79        | 1.3                                       | 0.2                                       | ...   | ...                       |  |
| Poland                     | 38 530                  | -0.1  | 0.3   | 75                               | 71        | 79        | 1.2                                       | 0.1                                       | 30  | ...                       |  |
| Republic of Moldova        | 4 206                   | -0.2  | 0.6   | 70                               | 66        | 73        | 1.2                                       | 1.1                                       | 57  | ...                       |  |
| Romania                    | 21 711                  | -0.4  | -0.9  | 72                               | 69        | 76        | 1.3                                       | <0.1                                      | ...   | ...                       |  |
| Russian Federation         | 143 202                 | -0.4  | 1.5   | 65                               | 59        | 72        | 1.4                                       | 1.1                                       | 22  | ...                       |  |
| Serbia and Montenegro      | 10 503                  | 0.0   | -0.8  | 74                               | 72        | 76        | 1.6                                       | 0.2                                       | 20  | ...                       |  |
| Slovakia                   | 5 401                   | 0.0   | -0.2  | 75                               | 71        | 79        | 1.2                                       | <0.1                                      | ...   | ...                       |  |
| Slovenia                   | 1 967                   | -0.1  | -0.5  | 77                               | 74        | 81        | 1.2                                       | <0.1                                      | ...   | ...                       |  |
| TFYR Macedonia             | 2 034                   | 0.1   | -1.0  | 74                               | 72        | 77        | 1.4                                       | <0.1                                      | ...   | ...                       |  |
| Turkey                     | 73 193                  | 1.3   | -0.2  | 70                               | 67        | 72        | 2.3                                       | ...                                       | ...   | ...                       |  |
| Ukraine                    | 46 481                  | 0.1   | -1.0  | 74                               | 72        | 77        | 1.4                                       | 1.4                                       | 49  | ...                       |  |
| Central Asia               |                         |   |   |                                  |           |           |   |   |   |                           |  |
| Armenia                    | 3 016                   | -0.2  | 1.8   | 72                               | 68        | 75        | 1.4                                       | 0.1                                       | ...   | ...                       |  |
| Azerbaijan                 | 8 411                   | 0.8   | 1.6   | 67                               | 64        | 71        | 1.9                                       | 0.1                                       | ...   | ...                       |  |
| Georgia                    | 4 474                   | -0.8  | -1.8  | 71                               | 67        | 75        | 1.4                                       | 0.2                                       | ...   | ...                       |  |
| Kazakhstan                 | 14 825                  | 0.0   | 0.2   | 64                               | 59        | 70        | 1.9                                       | 0.1                                       | 57  | ...                       |  |
| Kyrgyzstan                 | 5 264                   | 1.1   | 0.1   | 68                               | 64        | 72        | 2.5                                       | 0.1                                       | ...   | ...                       |  |
| Mongolia                   | 2 646                   | 1.2   | -0.1  | 66                               | 64        | 68        | 2.2                                       | <0.1                                      | ...   | ...                       |  |
| Tajikistan                 | 6 507                   | 1.4   | 0.1   | 64                               | 62        | 67        | 3.3                                       | 0.1                                       | ...   | ...                       |  |
| Turkmenistan               | 4 833                   | 1.3   | 0.5   | 63                               | 59        | 68        | 2.5                                       | <0.1                                      | ...   | ...                       |  |
| Uzbekistan                 | 26 593                  | 1.4   | 0.6   | 67                               | 64        | 70        | 2.5                                       | 0.2                                       | 13  | ...                       |  |
| East Asia and the Pacific  |                         |   |   |                                  |           |           |   |   |   |                           |  |
| Australia                  | 20 155                  | 1.0   | 0.4   | 81                               | 78        | 83        | 1.8                                       | 0.1                                       | ...   | ...                       |  |
| Brunei Darussalam          | 374                     | 2.1   | 0.3   | 77                               | 75        | 80        | 2.3                                       | <0.1                                      | ...   | ...                       |  |
| Cambodia                   | 14 071                  | 2.0   | 1.7   | 58                               | 55        | 61        | 3.7                                       | 1.6                                       | 45  | ...                       |  |
| China                      | 1 315 844               | 0.6   | 0.1   | 73                               | 71        | 75        | 1.7                                       | 0.1                                       | 28  | ...                       |  |

Table 1

| GNP, AID AND POVERTY        |        |          |        |  |   |   | INEQUALITY IN INCOME OR EXPENDITURE <sup>4</sup> |             |   |                         |                        | Country or territory |
|-----------------------------|--------|----------|--------|--|---|---|--|-------------|---|-------------------------|------------------------|----------------------|
| GNP per capita <sup>3</sup> |        |          |        | Net aid per capita (US\$) <sup>4</sup> | Population living on less than US\$1 per day <sup>4</sup> (%) | Population living on less than US\$2 per day <sup>4</sup> (%) | Share of income or expenditure %                 |             | Inequality measure                      |                         |                        |                      |
| Current US\$                |        | PPP US\$ |        |  |   |   | Poorest 20%                                      | Richest 20% | Richest 20% to poorest 20% <sup>6</sup> | Gini index <sup>7</sup> |                        |                      |
| 1998                        | 2005   | 1998     | 2005   |  |   |   |  |             |   |                         |                        |                      |
|                             |        |          |        |  |   |   |  |             |   |                         | 1996-2004 <sup>5</sup> |                      |
| Arab States                 |        |          |        |  |   |   |  |             |   |                         |                        |                      |
| 1 560                       | 2 730  | 4 830    | 6 720  | 9.7                                    | 2.0   | 15.1  | 7.0  | 42.6        | 6.1                                     | 35.3                    | Algeria                |                      |
| 9 610                       | ...    | 14 120   | ...    | 145.1                                  | ...   | ...   | ...  | ...         | ...                                     | ...                     | Bahrain                |                      |
| 790                         | 1 010  | 1 950    | 2 380  | 82.3                                   | ...   | ...   | ...  | ...         | ...                                     | ...                     | Djibouti               |                      |
| 1 270                       | 1 260  | 3 200    | 4 330  | 20.1                                   | 3.1   | 43.9  | 8.6  | 43.6        | 5.1                                     | 34.4                    | Egypt                  |                      |
| ...                         | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...         | ...                                     | ...                     | Iraq                   |                      |
| 1 590                       | 2 460  | 3 720    | 5 690  | 104.5                                  | 2.0   | 7.0   | 6.7  | 46.3        | 6.9                                     | 38.8                    | Jordan                 |                      |
| 17 390                      | 30 630 | 18 960   | 29 200 | 1.0                                    | ...   | ...   | ...  | ...         | ...                                     | ...                     | Kuwait                 |                      |
| 3 670                       | 6 320  | 4 380    | 5 450  | 74.8                                   | ...   | ...   | ...  | ...         | ...                                     | ...                     | Lebanon                |                      |
| ...                         | 5 530  | ...      | ...    | 3.1                                    | ...   | ...   | ...  | ...         | ...                                     | ...                     | Libyan Arab Jamahiriya |                      |
| 420                         | 580    | 1 560    | 2 310  | 60.3                                   | 25.9  | 63.1  | 6.2  | 45.7        | 7.4                                     | 39.0                    | Mauritania             |                      |
| 1 260                       | 1 740  | 3 340    | 4 530  | 22.8                                   | 2.0   | 14.3  | 6.5  | 46.6        | 7.2                                     | 39.5                    | Morocco                |                      |
| 6 420                       | ...    | 11 570   | ...    | 21.7                                   | ...   | ...   | ...  | ...         | ...                                     | ...                     | Oman                   |                      |
| ...                         | ...    | ...      | ...    | 316.8                                  | ...   | ...   | ...  | ...         | ...                                     | ...                     | Palestinian A. T.      |                      |
| ...                         | ...    | ...      | ...    | 3.1                                    | ...   | ...   | ...  | ...         | ...                                     | ...                     | Qatar                  |                      |
| 8 120                       | 12 510 | 12 280   | 15 730 | 1.3                                    | ...   | ...   | ...  | ...         | ...                                     | ...                     | Saudi Arabia           |                      |
| 310                         | 640    | 1 320    | 1 940  | 24.8                                   | ...   | ...   | ...  | ...         | ...                                     | ...                     | Sudan                  |                      |
| 930                         | 1 380  | 3 240    | 3 680  | 5.9                                    | ...   | ...   | ...  | ...         | ...                                     | ...                     | Syrian Arab Republic   |                      |
| 2 050                       | 2 880  | 5 300    | 7 930  | 32.8                                   | 2.0   | 6.6   | 6.0  | 47.3        | 7.9                                     | 39.8                    | Tunisia                |                      |
| 17 790                      | ...    | 20 820   | ...    | 1.3                                    | ...   | ...   | ...  | ...         | ...                                     | ...                     | United Arab Emirates   |                      |
| 390                         | 600    | 710      | 830    | 12.4                                   | 15.7  | 45.2  | 7.4  | 41.2        | 5.6                                     | 33.4                    | Yemen                  |                      |
| Central and Eastern Europe  |        |          |        |  |   |   |  |             |   |                         |                        |                      |
| 880                         | 2 570  | 3 110    | 5 410  | 116.5                                  | ...   | ...   | 9.1  | 37.4        | 4.1                                     | 28.2                    | Albania                |                      |
| 1 560                       | 2 760  | 4 210    | 7 920  | 4.7                                    | ...   | ...   | 8.5  | 38.3        | 4.5                                     | 29.7                    | Belarus                |                      |
| 1 190                       | 2 700  | 4 850    | ...    | 171.6                                  | ...   | ...   | 9.5  | 35.8        | 3.8                                     | 26.2                    | Bosnia and Herzegovina |                      |
| 1 270                       | 3 450  | 5 300    | 9 140  | 80.0                                   | ...   | ...   | 8.7  | 38.3        | 4.4                                     | 29.2                    | Bulgaria               |                      |
| 4 610                       | 8 290  | 8 180    | 12 620 | 26.6                                   | ...   | ...   | 8.3  | 39.6        | 4.8                                     | 29.0                    | Croatia                |                      |
| 5 490                       | 11 220 | 12 470   | 19 560 | 27.4                                   | ...   | ...   | 10.3   | 35.9        | 3.5                                     | 25.4                    | Czech Republic         |                      |
| 3 750                       | 9 060  | 8 730    | 14 660 | 102.2                                  | ...   | ...   | 6.7  | 42.8        | 6.4                                     | 35.8                    | Estonia                |                      |
| 4 380                       | 10 070 | 10 410   | 16 780 | 29.9                                   | ...   | ...   | 9.5  | 36.5        | 3.8                                     | 26.9                    | Hungary                |                      |
| 2 650                       | 6 770  | 6 570    | 13 490 | 71.0                                   | ...   | ...   | 6.6  | 44.7        | 6.8                                     | 37.7                    | Latvia                 |                      |
| 2 760                       | 7 210  | 7 980    | 14 140 | 73.3                                   | ...   | ...   | 6.8  | 43.2        | 6.3                                     | 36.0                    | Lithuania              |                      |
| 4 210                       | 7 160  | 8 770    | 13 370 | 39.5                                   | ...   | ...   | 7.5  | 42.2        | 5.6                                     | 34.5                    | Poland                 |                      |
| 400                         | 930    | 1 320    | 2 360  | 28.0                                   | ...   | ...   | 7.8  | 41.4        | 5.3                                     | 33.2                    | Republic of Moldova    |                      |
| 1 520                       | 3 910  | 5 490    | 8 980  | 42.0                                   | ...   | ...   | 8.1  | 39.2        | 4.9                                     | 31.0                    | Romania                |                      |
| 2 140                       | 4 460  | 5 760    | 10 580 | 9.1                                    | ...   | ...   | 6.1  | 46.6        | 7.6                                     | 39.9                    | Russian Federation     |                      |
| ...                         | 3 220  | ...      | ...    | ...                                    | ...   | ...   | ...  | ...         | ...                                     | ...                     | Serbia and Montenegro  |                      |
| 4 030                       | 7 950  | 10 480   | 15 200 | 43.5                                   | ...   | ...   | 8.8  | 34.8        | 4.0                                     | 25.8                    | Slovakia               |                      |
| 9 740                       | 17 440 | 14 730   | 22 140 | 31.6                                   | ...   | ...   | 9.1  | 35.7        | 3.9                                     | 28.4                    | Slovenia               |                      |
| 1 920                       | 2 830  | 5 790    | 7 130  | 122.3                                  | ...   | ...   | 6.1  | 45.5        | 7.5                                     | 39.0                    | TFYR Macedonia         |                      |
| 3 060                       | 4 750  | 6 150    | 8 390  | 3.6                                    | 3.4   | 18.7  | 5.3  | 49.7        | 9.3                                     | 43.6                    | Turkey                 |                      |
| 850                         | 1 520  | 3 580    | 6 770  | 7.7                                    | ...   | ...   | 9.2  | 37.5        | 4.1                                     | 28.1                    | Ukraine                |                      |
| Central Asia                |        |          |        |  |   |   |  |             |   |                         |                        |                      |
| 570                         | 1 470  | 2 150    | 4 990  | 84.0                                   | ...   | ...   | 8.5  | 42.8        | 5.0                                     | 33.8                    | Armenia                |                      |
| 510                         | 1 240  | 2 000    | 4 380  | 21.0                                   | ...   | ...   | 12.2   | 31.1        | 2.6                                     | 19.0                    | Azerbaijan             |                      |
| 700                         | 1 320  | 1 780    | 3 410  | 69.8                                   | ...   | ...   | 5.6  | 46.4        | 8.3                                     | 40.4                    | Georgia                |                      |
| 1 350                       | 2 940  | 3 570    | 7 120  | 17.9                                   | ...   | ...   | 7.4  | 41.5        | 5.6                                     | 33.9                    | Kazakhstan             |                      |
| 350                         | 450    | 1 320    | 1 860  | 49.6                                   | ...   | ...   | 8.9  | 39.4        | 4.4                                     | 30.3                    | Kyrgyzstan             |                      |
| 460                         | 690    | 1 510    | 2 050  | 100.2                                  | 27.0  | 74.9  | 5.6  | 51.2        | 9.1                                     | 30.3                    | Mongolia               |                      |
| 170                         | 330    | 660      | 1 300  | 37.5                                   | ...   | ...   | 7.9  | 40.8        | 5.2                                     | 32.6                    | Tajikistan             |                      |
| 550                         | ...    | 2 490    | ...    | 7.8                                    | ...   | ...   | 6.1  | 47.5        | 7.7                                     | 40.8                    | Turkmenistan           |                      |
| 620                         | 520    | 1 360    | 2 060  | 9.4                                    | ...   | ...   | 9.2  | 36.3        | 4.0                                     | 26.8                    | Uzbekistan             |                      |
| East Asia and the Pacific   |        |          |        |  |   |   |  |             |   |                         |                        |                      |
| 21 240                      | 33 120 | 23 700   | 30 590 | ...                                    | ...   | ...   | 5.9  | 41.3        | 7.0                                     | 35.2                    | Australia              |                      |
| ...                         | ...    | ...      | ...    | 2.1                                    | ...   | ...   | ...  | ...         | ...                                     | ...                     | Brunei Darussalam      |                      |
| 270                         | 430    | 1 440    | 2 620  | 34.7                                   | 34.1  | 77.7  | 6.9  | 47.6        | 6.9                                     | 40.4                    | Cambodia               |                      |
| 740                         | 1 740  | 3 200    | 6 790  | 1.3                                    | 16.6  | 46.7  | 4.7  | 50.0        | 10.7                                    | 44.7                    | China                  |                      |

Table 1 (continued)

| Country or territory            | DEMOGRAPHY <sup>1</sup> |   |   |                                  |      |           |   | HIV/AIDS <sup>2</sup>                     |   |                           |
|---------------------------------|-------------------------|---|---|----------------------------------|------|-----------|---|---|---|---------------------------|
|                                 | Total population (000)  | Average annual growth rate (%) total population | Average annual growth rate (%) age 0-4 population | Life expectancy at birth (years) |      |           | Total fertility rate (children per woman) | HIV prevalence rate (%) in adults (15-49) | % of women among people (age 15+) living with HIV | Orphans due to AIDS (000) |
|                                 |                         |   |   | 2005-2010                        |      |           |   |   |   |                           |
|                                 |                         |   |   | Total                            | Male | Female    |   |   |   |                           |
| 2005                            | 2005-2010               | 2005-2010                                       | 2005-2010   |                                  |      | 2005-2010 | 2005 Total                                | 2005                                      | 2005  |                           |
| Cook Islands                    | 18                      | -0.3  | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| DPR Korea                       | 22 488                  | 0.4   | -2.0  | 64                               | 62   | 67        | 1.9                                       | ...                                       | ...   | ...                       |
| Fiji                            | 848                     | 0.7   | -0.9  | 69                               | 66   | 71        | 2.7                                       | 0.1                                       | ...   | ...                       |
| Indonesia                       | 222 781                 | 1.1   | -0.4  | 69                               | 67   | 70        | 2.2                                       | 0.1                                       | 17  | ...                       |
| Japan                           | 128 085                 | 0.1   | -0.5  | 83                               | 79   | 86        | 1.4                                       | <0.1                                      | 58  | ...                       |
| Kiribati                        | 99                      | 1.8   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Lao PDR                         | 5 924                   | 2.2   | 0.9   | 56                               | 55   | 58        | 4.3                                       | 0.1                                       | ...   | ...                       |
| Macao, China                    | 460                     | 0.7   | 1.1   | 81                               | 79   | 83        | 0.9                                       | ...                                       | ...   | ...                       |
| Malaysia                        | 25 347                  | 1.7   | -0.4  | 74                               | 72   | 76        | 2.6                                       | 0.5                                       | 25  | ...                       |
| Marshall Islands                | 62                      | 3.1   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Micronesia                      | 110                     | 0.6   | -0.2  | 68                               | 68   | 69        | 4.2                                       | ...                                       | ...   | ...                       |
| Myanmar                         | 50 519                  | 0.9   | -1.5  | 62                               | 59   | 65        | 2.1                                       | 1.3                                       | 31  | ...                       |
| Nauru                           | 14                      | 1.2   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| New Zealand                     | 4 028                   | 0.7   | -0.4  | 80                               | 78   | 82        | 2.0                                       | 0.1                                       | ...   | ...                       |
| Niue                            | 1                       | 1.1   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Palau                           | 20                      | 0.6   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Papua New Guinea                | 5 887                   | 1.8   | -0.5  | 57                               | 57   | 58        | 3.6                                       | 1.8                                       | 60  | ...                       |
| Philippines                     | 83 054                  | 1.6   | -0.3  | 72                               | 69   | 74        | 2.8                                       | <0.1                                      | 28  | ...                       |
| Republic of Korea               | 47 817                  | 0.3   | -1.6  | 78                               | 74   | 82        | 1.2                                       | <0.1                                      | 57  | ...                       |
| Samoa                           | 185                     | 0.4   | -2.9  | 71                               | 69   | 75        | 3.9                                       | ...                                       | ...   | ...                       |
| Singapore                       | 4 326                   | 1.2   | -2.4  | 79                               | 78   | 81        | 1.3                                       | 0.3                                       | 27  | ...                       |
| Solomon Islands                 | 478                     | 2.4   | 0.5   | 63                               | 63   | 64        | 3.8                                       | ...                                       | ...   | ...                       |
| Thailand                        | 64 233                  | 0.8   | -0.6  | 72                               | 69   | 75        | 1.9                                       | 1.4                                       | 39  | ...                       |
| Timor-Leste                     | 947                     | 5.5   | 7.5   | 58                               | 57   | 59        | 7.2                                       | ...                                       | ...   | ...                       |
| Tokelau                         | 1                       | 1.2   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Tonga                           | 102                     | 0.2   | -1.5  | 73                               | 72   | 74        | 3.2                                       | ...                                       | ...   | ...                       |
| Tuvalu                          | 10                      | 0.4   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Vanuatu                         | 211                     | 1.8   | 0.4   | 70                               | 68   | 72        | 3.7                                       | ...                                       | ...   | ...                       |
| Viet Nam                        | 84 238                  | 1.3   | 0.0   | 72                               | 70   | 74        | 2.1                                       | 0.5                                       | 34  | ...                       |
| Latin America and the Caribbean |                         |   |   |                                  |      |           |   |   |   |                           |
| Anguilla                        | 12                      | 1.4   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Antigua and Barbuda             | 81                      | 1.2   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Argentina                       | 38 747                  | 1.0   | 0.6   | 75                               | 72   | 79        | 2.3                                       | 0.6                                       | 28  | ...                       |
| Aruba                           | 99                      | 0.8   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Bahamas                         | 323                     | 1.3   | -0.2  | 72                               | 69   | 75        | 2.2                                       | 3.3                                       | 58  | ...                       |
| Barbados                        | 270                     | 0.2   | -1.1  | 76                               | 73   | 79        | 1.5                                       | 1.5                                       | ...   | ...                       |
| Belize                          | 270                     | 1.9   | 0.0   | 72                               | 70   | 74        | 2.8                                       | 2.5                                       | 28  | ...                       |
| Bermuda                         | 64                      | 0.3   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Bolivia                         | 9 182                   | 1.8   | 0.1   | 66                               | 63   | 68        | 3.5                                       | 0.1                                       | 28  | ...                       |
| Brazil                          | 186 405                 | 1.3   | 0.0   | 72                               | 68   | 76        | 2.2                                       | 0.5                                       | 36  | ...                       |
| British Virgin Islands          | 22                      | 1.1   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Cayman Islands                  | 45                      | 1.5   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Chile                           | 16 295                  | 1.0   | 0.2   | 79                               | 75   | 82        | 1.9                                       | 0.3                                       | 27  | ...                       |
| Colombia                        | 45 600                  | 1.4   | -0.2  | 73                               | 70   | 76        | 2.5                                       | 0.6                                       | 28  | ...                       |
| Costa Rica                      | 4 327                   | 1.5   | 0.2   | 79                               | 76   | 81        | 2.1                                       | 0.3                                       | 27  | ...                       |
| Cuba                            | 11 269                  | 0.2   | -1.4  | 79                               | 77   | 80        | 1.6                                       | 0.1                                       | 55  | ...                       |
| Dominica                        | 79                      | 1.1   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Dominican Republic              | 8 895                   | 1.4   | 0.3   | 69                               | 65   | 72        | 2.6                                       | 1.1                                       | 50  | ...                       |
| Ecuador                         | 13 228                  | 1.4   | -0.3  | 75                               | 72   | 78        | 2.6                                       | 0.3                                       | 55  | ...                       |
| El Salvador                     | 6 881                   | 1.6   | 0.0   | 72                               | 69   | 75        | 2.7                                       | 0.9                                       | 28  | ...                       |
| Grenada                         | 103                     | 1.4   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Guatemala                       | 12 599                  | 2.4   | 1.2   | 68                               | 65   | 72        | 4.2                                       | 0.9                                       | 27  | ...                       |
| Guyana                          | 751                     | 0.0   | -2.5  | 65                               | 62   | 68        | 2.1                                       | 2.4                                       | 60  | ...                       |
| Haiti                           | 8 528                   | 1.4   | 0.6   | 53                               | 53   | 54        | 3.6                                       | 3.8                                       | 53  | ...                       |
| Honduras                        | 7 205                   | 2.1   | 0.5   | 69                               | 67   | 71        | 3.3                                       | 1.5                                       | 26  | ...                       |
| Jamaica                         | 2 651                   | 0.4   | -0.8  | 71                               | 69   | 73        | 2.3                                       | 1.5                                       | 28  | ...                       |
| Mexico                          | 107 029                 | 1.1   | -1.3  | 76                               | 74   | 79        | 2.1                                       | 0.3                                       | 23  | ...                       |
| Montserrat                      | 4                       | 1.1   | ...   | ...                              | ...  | ...       | ...                                       | ...                                       | ...   | ...                       |
| Netherlands Antilles            | 183                     | 0.6   | -1.7  | 77                               | 74   | 80        | 2.0                                       | ...                                       | ...   | ...                       |
| Nicaragua                       | 5 487                   | 2.0   | 0.6   | 71                               | 69   | 73        | 2.9                                       | 0.2                                       | 24  | ...                       |

Table 1

| GNP, AID AND POVERTY            |        |          |        |  |   |   | INEQUALITY IN INCOME OR EXPENDITURE <sup>4</sup> |                        |   |                         | Country or territory |
|---------------------------------|--------|----------|--------|--|---|---|--|------------------------|---|-------------------------|----------------------|
| GNP per capita <sup>3</sup>     |        |          |        | Net aid per capita (US\$) <sup>4</sup> | Population living on less than US\$1 per day <sup>4</sup> (%) | Population living on less than US\$2 per day <sup>4</sup> (%) | Share of income or expenditure %                 |                        | Inequality measure                      |                         |                      |
| Current US\$                    |        | PPP US\$ |        |  |   |   | Poorest 20%                                      | Richest 20%            | Richest 20% to poorest 20% <sup>6</sup> | Gini index <sup>7</sup> |                      |
| 1998                            | 2005   | 1998     | 2005   |  |   |   |  |                        |   |                         |                      |
| 1998                            | 2005   | 1998     | 2005   | 2004                                   | 1990-2004 <sup>5</sup>  | 1990-2004 <sup>5</sup>  | 1996-2004 <sup>5</sup>                           | 1996-2004 <sup>5</sup> | 1996-2004 <sup>5</sup>                  | 1996-2004 <sup>5</sup>  |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 2 370                           | 3 170  | 4 540    | 5 990  | 76.0                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 670                             | 1 280  | 2 650    | 3 720  | 0.4                                    | 7.5   | 52.4  | 8.4  | 43.3                   | 5.2                                     | 34.3                    |                      |
| 33 660                          | 38 950 | 24 750   | 32 010 | ...                                    | ...   | ...   | 10.6   | 35.7                   | 3.4                                     | 24.9                    |                      |
| 1 150                           | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 310                             | 430    | 1 340    | 1 850  | 46.5                                   | 27.0  | 74.1  | 8.1  | 43.3                   | 5.4                                     | 34.6                    |                      |
| 15 220                          | ...    | 18 420   | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 3 630                           | 4 970  | 7 180    | 10 360 | 11.6                                   | 2.0   | 9.3   | 4.4  | 54.3                   | 12.4                                    | 49.2                    |                      |
| ...                             | 2 930  | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 1 900                           | 2 300  | ...      | 7 580  | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| ...                             | ...    | ...      | ...    | 2.4                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 15 340                          | 25 920 | 17 000   | 25 450 | ...                                    | ...   | ...   | 6.4  | 43.8                   | 6.8                                     | 36.2                    |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 850                             | ...    | 2 190    | ...    | 46.1                                   | ...   | ...   | 4.5  | 56.5                   | 12.6                                    | 50.9                    |                      |
| 1 080                           | 1 320  | 3 830    | 5 570  | 5.7                                    | 15.5  | 47.5  | 5.4  | 52.3                   | 9.7                                     | 46.1                    |                      |
| 9 200                           | 15 840 | 12 490   | 22 010 | -1.4                                   | 2.0   | <2  | 7.9  | 37.5                   | 4.7                                     | 31.6                    |                      |
| 1 390                           | 2 020  | 4 540    | 5 820  | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 23 500                          | 27 580 | 20 110   | 29 520 | 2.2                                    | ...   | ...   | 5.0  | 49.0                   | 9.7                                     | 42.5                    |                      |
| 880                             | 620    | 2 240    | 2 030  | 262.3                                  | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 2 110                           | 2 720  | 5 600    | 8 470  | ...                                    | 2.0   | 25.2  | 6.3  | 49.0                   | 7.7                                     | 42.0                    |                      |
| ...                             | 600    | ...      | ...    | 172.2                                  | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 1 720                           | ...    | 5 640    | ...    | 188.9                                  | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 1 240                           | 1 560  | 2 990    | 3 120  | 182.2                                  | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 350                             | 620    | 1 760    | 3 000  | 22.0                                   | ...   | ...   | 7.5  | 45.4                   | 6.0                                     | 37.0                    |                      |
| Latin America and the Caribbean |        |          |        |  |   |   |  |                        |   |                         |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 8 090                           | ...    | 8 690    | ...    | 20.5                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 8 230                           | 4 470  | 12 230   | 13 800 | 2.4                                    | 7.0   | 23.0  | 3.2  | 56.8                   | 17.6                                    | 52.8                    |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 12 940                          | ...    | 14 580   | ...    | 15.0                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 8 220                           | ...    | 13 720   | ...    | 108.2                                  | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 2 710                           | 3 570  | 4 540    | 6 390  | 27.9                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 1 000                           | 1 010  | 2 280    | 2 710  | 85.1                                   | 23.2  | 42.2  | 1.5  | 63.0                   | 42.3                                    | 60.1                    |                      |
| 4 610                           | 3 550  | 6 720    | 8 140  | 1.6                                    | 7.5   | 21.2  | 2.6  | 62.1                   | 23.7                                    | 58.0                    |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 4 880                           | 5 870  | 8 490    | 10 920 | 3.0                                    | 2.0   | 9.6   | 3.3  | 62.2                   | 18.7                                    | 57.1                    |                      |
| 2 410                           | 2 290  | 6 030    | 6 970  | 11.3                                   | 7.0   | 17.8  | 2.5  | 62.7                   | 25.3                                    | 58.6                    |                      |
| 3 590                           | 4 700  | 7 480    | 9 860  | 3.2                                    | 2.2   | 7.5   | 3.9  | 54.8                   | 14.2                                    | 49.9                    |                      |
| ...                             | ...    | ...      | ...    | 8.0                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 3 280                           | ...    | 4 940    | ...    | 372.1                                  | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 1 850                           | 2 460  | 5 010    | 7 710  | 9.9                                    | 2.5   | 11.0  | 3.9  | 56.8                   | 14.4                                    | 51.7                    |                      |
| 1 800                           | 2 620  | 3 160    | 4 110  | 12.3                                   | 15.8  | 37.2  | 3.3  | 58.0                   | 17.3                                    | 43.7                    |                      |
| 1 870                           | 2 450  | 4 350    | 5 080  | 31.3                                   | 19.0  | 40.6  | 2.7  | 55.9                   | 20.9                                    | 52.4                    |                      |
| 3 020                           | ...    | 5 730    | ...    | 150.4                                  | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 1 660                           | 2 400  | 3 700    | 4 510  | 17.8                                   | 13.5  | 31.9  | 2.9  | 59.5                   | 20.3                                    | 55.1                    |                      |
| 860                             | 1 020  | 3 590    | 4 230  | 192.7                                  | 2.0   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 440                             | 450    | 1 700    | 1 660  | 28.9                                   | 53.9  | 78.0  | 2.4  | 63.4                   | 26.6                                    | 59.2                    |                      |
| 740                             | 1 120  | 2 400    | 3 290  | 91.0                                   | 20.7  | 44.0  | 3.4  | 58.3                   | 17.2                                    | 53.8                    |                      |
| 2 650                           | 3 390  | 3 370    | 4 010  | 28.6                                   | 2.0   | 13.3  | 6.7  | 46.0                   | 6.9                                     | 37.9                    |                      |
| 4 020                           | 7 310  | 7 800    | 10 560 | 1.1                                    | 4.4   | 20.4  | 4.3  | 55.1                   | 12.8                                    | 49.5                    |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| ...                             | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     |                      |
| 690                             | 950    | 2 780    | 3 580  | 229.2                                  | 45.1  | 79.9  | 5.6  | 49.3                   | 8.8                                     | 43.1                    |                      |

Table 1 (continued)

| Country or territory             | DEMOGRAPHY <sup>1</sup> |   |   |                                  |           |           |   | HIV/AIDS <sup>2</sup>                     |   |                           |  |
|----------------------------------|-------------------------|---|---|----------------------------------|-----------|-----------|---|---|---|---------------------------|--|
|                                  | Total population (000)  | Average annual growth rate (%) total population | Average annual growth rate (%) age 0-4 population | Life expectancy at birth (years) |           |           | Total fertility rate (children per woman) | HIV prevalence rate (%) in adults (15-49) | % of women among people (age 15+) living with HIV | Orphans due to AIDS (000) |  |
|                                  |                         |   |   | 2005-2010                        |           |           |   |   |   |                           |  |
|                                  |                         |   |   | 2005                             | 2005-2010 | 2005-2010 |   |   |   |                           |  |
| Panama                           | 3 232                   | 1.6   | 0.1   | 76                               | 73        | 78        | 2.6                                       | 0.9                                       | 25  | ...                       |  |
| Paraguay                         | 6 158                   | 2.2   | 1.1   | 72                               | 70        | 74        | 3.5                                       | 0.4                                       | 27  | ...                       |  |
| Peru                             | 27 968                  | 1.4   | 0.3   | 71                               | 69        | 74        | 2.7                                       | 0.6                                       | 29  | ...                       |  |
| Saint Kitts and Nevis            | 43                      | 1.1   | ...   | ...                              | ...       | ...       | ...                                       | ...                                       | ...   | ...                       |  |
| Saint Lucia                      | 161                     | 0.8   | 0.8   | 73                               | 72        | 75        | 2.2                                       | ...                                       | ...   | ...                       |  |
| St Vincent/Grenad.               | 119                     | 0.5   | -0.1  | 72                               | 69        | 75        | 2.2                                       | ...                                       | ...   | ...                       |  |
| Suriname                         | 449                     | 0.6   | -0.8  | 70                               | 67        | 73        | 2.4                                       | 1.9                                       | 27  | ...                       |  |
| Trinidad and Tobago              | 1 305                   | 0.3   | 0.5   | 70                               | 68        | 73        | 1.6                                       | 2.6                                       | 58  | ...                       |  |
| Turks and Caicos Islands         | 26                      | 1.4   | ...   | ...                              | ...       | ...       | ...                                       | ...                                       | ...   | ...                       |  |
| Uruguay                          | 3 463                   | 0.6   | -0.4  | 76                               | 73        | 80        | 2.2                                       | 0.5                                       | 56  | ...                       |  |
| Venezuela                        | 26 749                  | 1.7   | 0.5   | 74                               | 71        | 77        | 2.5                                       | 0.7                                       | 28  | ...                       |  |
| North America and Western Europe |                         |   |   |                                  |           |           |   |   |   |                           |  |
| Andorra                          | 67                      | 0.2   | ...   | ...                              | ...       | ...       | ...                                       | ...                                       | ...   | ...                       |  |
| Austria                          | 8 189                   | 0.14  | -1.2  | 80                               | 77        | 82        | 1.4                                       | 0.3                                       | 19  | ...                       |  |
| Belgium                          | 10 419                  | 0.1   | -0.9  | 80                               | 76        | 83        | 1.7                                       | 0.3                                       | 39  | ...                       |  |
| Canada                           | 32 268                  | 0.9   | -0.3  | 81                               | 78        | 83        | 1.5                                       | 0.3                                       | 16  | ...                       |  |
| Cyprus                           | 835                     | 1.1   | 1.5   | 79                               | 77        | 82        | 1.6                                       | ...                                       | ...   | ...                       |  |
| Denmark                          | 5 431                   | 0.3   | -1.2  | 78                               | 76        | 80        | 1.8                                       | 0.2                                       | 24  | ...                       |  |
| Finland                          | 5 249                   | 0.2   | -0.3  | 79                               | 76        | 82        | 1.7                                       | 0.1                                       | ...   | ...                       |  |
| France                           | 60 496                  | 0.3   | -0.4  | 80                               | 77        | 83        | 1.9                                       | 0.4                                       | 35  | ...                       |  |
| Germany                          | 82 689                  | 0.0   | -0.9  | 79                               | 76        | 82        | 1.3                                       | 0.1                                       | 31  | ...                       |  |
| Greece                           | 11 120                  | 0.2   | -0.6  | 79                               | 76        | 81        | 1.3                                       | 0.2                                       | 22  | ...                       |  |
| Iceland                          | 295                     | 0.8   | -0.1  | 81                               | 80        | 83        | 1.9                                       | 0.2                                       | ...   | ...                       |  |
| Ireland                          | 4 148                   | 1.3   | 1.6   | 78                               | 76        | 81        | 1.9                                       | 0.2                                       | 36  | ...                       |  |
| Israel                           | 6 725                   | 1.7   | 0.2   | 81                               | 78        | 83        | 2.7                                       | ...                                       | ...   | ...                       |  |
| Italy                            | 58 093                  | 0.0   | -0.6  | 81                               | 77        | 84        | 1.4                                       | 0.5                                       | 33  | ...                       |  |
| Luxembourg                       | 465                     | 1.2   | 0.3   | 79                               | 76        | 82        | 1.7                                       | 0.2                                       | ...   | ...                       |  |
| Malta                            | 402                     | 0.4   | 0.9   | 79                               | 77        | 81        | 1.5                                       | 0.1                                       | ...   | ...                       |  |
| Monaco                           | 35                      | 1.2   | ...   | ...                              | ...       | ...       | ...                                       | ...                                       | ...   | ...                       |  |
| Netherlands                      | 16 299                  | 0.4   | -1.8  | 79                               | 76        | 82        | 1.7                                       | 0.2                                       | 35  | ...                       |  |
| Norway                           | 4 620                   | 0.5   | -0.8  | 80                               | 78        | 83        | 1.8                                       | 0.1                                       | ...   | ...                       |  |
| Portugal                         | 10 495                  | 0.4   | -0.7  | 78                               | 75        | 81        | 1.5                                       | 0.4                                       | 4   | ...                       |  |
| San Marino                       | 28                      | 0.7   | ...   | ...                              | ...       | ...       | ...                                       | ...                                       | ...   | ...                       |  |
| Spain                            | 43 064                  | 0.4   | 0.9   | 80                               | 77        | 84        | 1.3                                       | 0.6                                       | 23  | ...                       |  |
| Sweden                           | 9 041                   | 0.3   | 0.3   | 81                               | 79        | 83        | 1.7                                       | 0.2                                       | 31  | ...                       |  |
| Switzerland                      | 7 252                   | 0.1   | -1.4  | 81                               | 78        | 84        | 1.4                                       | 0.4                                       | 37  | ...                       |  |
| United Kingdom                   | 59 668                  | 0.3   | -0.5  | 79                               | 77        | 81        | 1.7                                       | 0.2                                       | 31  | ...                       |  |
| United States                    | 298 213                 | 0.9   | 0.7   | 78                               | 75        | 81        | 2.0                                       | 0.6                                       | 25  | ...                       |  |
| South and West Asia              |                         |   |   |                                  |           |           |   |   |   |                           |  |
| Afghanistan                      | 29 863                  | 3.5   | 3.2   | 48                               | 47        | 48        | 7.1                                       | <0.1                                      | ...   | ...                       |  |
| Bangladesh                       | 141 822                 | 1.8   | 0.4   | 65                               | 64        | 66        | 3.0                                       | <0.1                                      | 13  | ...                       |  |
| Bhutan                           | 2 163                   | 2.2   | 1.4   | 65                               | 64        | 66        | 3.8                                       | <0.1                                      | ...   | ...                       |  |
| India                            | 1 103 371               | 1.4   | -0.1  | 65                               | 63        | 67        | 2.8                                       | 0.9                                       | 29  | ...                       |  |
| Iran, Islamic Republic of        | 69 515                  | 1.3   | 3.0   | 72                               | 70        | 73        | 2.0                                       | 0.2                                       | 17  | ...                       |  |
| Maldives                         | 329                     | 2.4   | 1.5   | 69                               | 69        | 68        | 3.8                                       | ...                                       | ...   | ...                       |  |
| Nepal                            | 27 133                  | 1.9   | 0.4   | 64                               | 63        | 64        | 3.3                                       | 0.5                                       | 22  | ...                       |  |
| Pakistan                         | 157 935                 | 2.1   | 1.2   | 65                               | 65        | 65        | 3.7                                       | 0.1                                       | 17  | ...                       |  |
| Sri Lanka                        | 20 743                  | 0.8   | -0.4  | 75                               | 73        | 78        | 1.9                                       | <0.1                                      | ...   | ...                       |  |
| Sub-Saharan Africa               |                         |   |   |                                  |           |           |   |   |   |                           |  |
| Angola                           | 15 941                  | 2.8   | 2.6   | 42                               | 40        | 43        | 6.4                                       | 3.7                                       | 61  | 160                       |  |
| Benin                            | 8 439                   | 3.0   | 2.4   | 56                               | 55        | 57        | 5.4                                       | 1.8                                       | 58  | 62                        |  |
| Botswana                         | 1 765                   | -0.4  | -1.3  | 34                               | 35        | 33        | 2.9                                       | 24.1                                      | 54  | 120                       |  |
| Burkina Faso                     | 13 228                  | 2.9   | 2.7   | 49                               | 48        | 50        | 6.3                                       | 2.0                                       | 57  | 120                       |  |
| Burundi                          | 7 548                   | 3.7   | 5.5   | 46                               | 44        | 47        | 6.8                                       | 3.3                                       | 61  | 120                       |  |
| Cameroon                         | 16 322                  | 1.6   | 0.2   | 46                               | 46        | 47        | 4.1                                       | 5.4                                       | 62  | 240                       |  |
| Cape Verde                       | 507                     | 2.2   | 1.1   | 72                               | 68        | 74        | 3.4                                       | ...                                       | ...   | ...                       |  |
| Central African Republic         | 4 038                   | 1.4   | 0.7   | 40                               | 39        | 40        | 4.6                                       | 10.7                                      | 57  | 140                       |  |
| Chad                             | 9 749                   | 2.7   | 3.0   | 44                               | 43        | 45        | 6.7                                       | 3.5                                       | 56  | 57                        |  |



Table 1

| GNP, AID AND POVERTY             |        |          |        |  |   |   | INEQUALITY IN INCOME OR EXPENDITURE <sup>4</sup> |                        |   |                         | Country or territory      |
|----------------------------------|--------|----------|--------|--|---|---|--|------------------------|---|-------------------------|---------------------------|
| GNP per capita <sup>3</sup>      |        |          |        | Net aid per capita (US\$) <sup>4</sup> | Population living on less than US\$1 per day <sup>4</sup> (%) | Population living on less than US\$2 per day <sup>4</sup> (%) | Share of income or expenditure %                 |                        | Inequality measure                      |                         |                           |
| Current US\$                     |        | PPP US\$ |        |  |   |   | Poorest 20%                                      | Richest 20%            | Richest 20% to poorest 20% <sup>6</sup> | Gini index <sup>7</sup> |                           |
| 1998                             | 2005   | 1998     | 2005   |  |   |   | 1996-2004 <sup>5</sup>                           | 1996-2004 <sup>5</sup> | 1996-2004 <sup>5</sup>                  | 1996-2004 <sup>5</sup>  |                           |
| 1998                             | 2005   | 1998     | 2005   |  |   |   | 1996-2004 <sup>5</sup>                           | 1996-2004 <sup>5</sup> | 1996-2004 <sup>5</sup>                  | 1996-2004 <sup>5</sup>  |                           |
| 3 650                            | 4 630  | 5 520    | 7 050  | 11.9                                   | 6.5   | 17.1  | 2.5  | 60.3                   | 23.9                                    | 56.4                    | Panama                    |
| 1 810                            | 1 040  | 4 650    | 4 650  | ...                                    | 16.4  | 33.2  | 2.2  | 61.3                   | 27.8                                    | 57.8                    | Paraguay                  |
| 2 210                            | 2 650  | 4 410    | 5 650  | 17.7                                   | 12.5  | 31.8  | 3.2  | 58.7                   | 18.6                                    | 54.6                    | Peru                      |
| 6 020                            | ...    | 10 030   | ...    | -2.6                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Saint Kitts and Nevis     |
| 3 690                            | ...    | 5 060    | ...    | -134.8                                 | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Saint Lucia               |
| 2 610                            | 3 530  | 4 720    | 6 100  | 88.3                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | St Vincent/Grenad.        |
| 2 320                            | 2 540  | ...      | 6 690  | 53.5                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Suriname                  |
| 4 490                            | 10 300 | 7 260    | 13 960 | -0.6                                   | 12.4  | 39.0  | 5.5  | 45.9                   | 8.3                                     | 40.3                    | Trinidad and Tobago       |
| ...                              | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Turks and Caicos Islands  |
| 6 620                            | 4 360  | 8 860    | 9 620  | 6.4                                    | 2.0   | 5.7   | 5.0  | 50.5                   | 10.2                                    | 44.9                    | Uruguay                   |
| 3 490                            | 4 820  | 5 760    | 6 540  | 1.8                                    | 8.3   | 27.6  | 4.7  | 49.3                   | 10.6                                    | 44.1                    | Venezuela                 |
| North America and Western Europe |        |          |        |  |   |   |  |                        |   |                         |                           |
| ...                              | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Andorra                   |
| 27 040                           | 37 190 | 25 160   | 33 280 | ...                                    | ...   | ...   | 8.6  | 37.8                   | 4.4                                     | 29.1                    | Austria                   |
| 25 580                           | 36 140 | 24 410   | 32 470 | ...                                    | ...   | ...   | 8.5  | 41.4                   | 4.9                                     | 33.0                    | Belgium                   |
| 20 000                           | 32 590 | 23 980   | 32 770 | ...                                    | ...   | ...   | 7.2  | 39.9                   | 5.5                                     | 32.6                    | Canada                    |
| 12 110                           | ...    | 15 140   | ...    | 72.6                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Cyprus                    |
| 32 770                           | 48 330 | 26 450   | 34 030 | ...                                    | ...   | ...   | 8.3  | 35.8                   | 4.3                                     | 24.7                    | Denmark                   |
| 24 750                           | 37 530 | 22 120   | 32 110 | ...                                    | ...   | ...   | 9.6  | 36.7                   | 3.8                                     | 26.9                    | Finland                   |
| 24 770                           | 34 600 | 23 180   | 30 540 | ...                                    | ...   | ...   | 7.2  | 40.2                   | 5.6                                     | 32.7                    | France                    |
| 26 630                           | 34 870 | 23 900   | 29 510 | ...                                    | ...   | ...   | 8.5  | 36.9                   | 4.3                                     | 28.3                    | Germany                   |
| 11 780                           | 19 840 | 15 170   | 22 950 | ...                                    | ...   | ...   | 6.7  | 41.5                   | 6.2                                     | 34.3                    | Greece                    |
| 27 460                           | 48 570 | 25 140   | 35 490 | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Iceland                   |
| 20 610                           | 41 140 | 21 010   | 32 580 | ...                                    | ...   | ...   | 7.4  | 42.0                   | 5.6                                     | 34.3                    | Ireland                   |
| 16 730                           | 18 580 | 17 940   | 25 470 | 72.6                                   | ...   | ...   | 5.7  | 44.9                   | 7.9                                     | 39.2                    | Israel                    |
| 20 560                           | 30 250 | 22 820   | 28 440 | ...                                    | ...   | ...   | 6.5  | 42.0                   | 6.5                                     | 36.0                    | Italy                     |
| 44 700                           | ...    | 42 910   | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Luxembourg                |
| 8 790                            | 13 610 | 15 290   | 18 620 | 15.5                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Malta                     |
| ...                              | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Monaco                    |
| 25 170                           | 39 340 | 24 860   | 32 970 | ...                                    | ...   | ...   | 7.6  | 38.7                   | 5.1                                     | 30.9                    | Netherlands               |
| 35 240                           | 60 890 | 32 380   | 41 650 | ...                                    | ...   | ...   | 9.6  | 37.2                   | 3.9                                     | 25.8                    | Norway                    |
| 10 960                           | 17 190 | 15 370   | 20 070 | ...                                    | ...   | ...   | 5.8  | 45.9                   | 8.0                                     | 38.5                    | Portugal                  |
| ...                              | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     | San Marino                |
| 14 830                           | 25 250 | 17 830   | 26 730 | ...                                    | ...   | ...   | 7.0  | 42.0                   | 6.0                                     | 34.7                    | Spain                     |
| 28 700                           | 40 910 | 21 570   | 32 440 | ...                                    | ...   | ...   | 9.1  | 36.6                   | 4.0                                     | 25.0                    | Sweden                    |
| 41 560                           | 55 320 | 28 680   | 38 610 | ...                                    | ...   | ...   | 7.6  | 41.3                   | 5.5                                     | 33.7                    | Switzerland               |
| 22 830                           | 37 740 | 22 570   | 33 960 | ...                                    | ...   | ...   | 6.1  | 44.0                   | 7.2                                     | 36.0                    | United Kingdom            |
| 30 620                           | 43 560 | 31 600   | 42 000 | ...                                    | ...   | ...   | 5.4  | 45.8                   | 8.4                                     | 40.8                    | United States             |
| South and West Asia              |        |          |        |  |   |   |  |                        |   |                         |                           |
| ...                              | ...    | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Afghanistan               |
| 360                              | 470    | 1 440    | 2 160  | 10.1                                   | 36.0  | 82.8  | 9.0  | 41.3                   | 4.6                                     | 31.8                    | Bangladesh                |
| 450                              | 1 250  | ...      | ...    | 36.9                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Bhutan                    |
| 420                              | 730    | 2 150    | 3 430  | 0.6                                    | 34.7  | 79.9  | 8.9  | 43.3                   | 4.9                                     | 32.5                    | India                     |
| 1 710                            | 2 600  | 5 420    | 7 850  | 2.8                                    | 2.0   | 7.3   | 5.1  | 49.9                   | 9.7                                     | 43.0                    | Iran, Islamic Republic of |
| 1 950                            | 2 320  | ...      | ...    | 87.0                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Maldives                  |
| 220                              | 270    | 1 210    | 1 560  | 16.1                                   | 24.1  | 68.5  | 6.0  | 54.6                   | 9.1                                     | 47.2                    | Nepal                     |
| 470                              | 690    | 1 760    | 2 320  | 9.2                                    | 17.0  | 73.6  | 9.3  | 40.3                   | 4.3                                     | 30.6                    | Pakistan                  |
| 850                              | 1 160  | 3 050    | 4 540  | 25.2                                   | 5.6   | 41.6  | 8.3  | 42.2                   | 5.1                                     | 33.2                    | Sri Lanka                 |
| Sub-Saharan Africa               |        |          |        |  |   |   |  |                        |   |                         |                           |
| 520                              | 1 410  | 1 510    | 2 040  | 73.9                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Angola                    |
| 390                              | 510    | 890      | 1 130  | 46.2                                   | 30.9  | 73.7  | 7.4  | 44.5                   | 6.0                                     | 36.5                    | Benin                     |
| 3 290                            | 5 590  | 6 200    | 11 510 | 22.1                                   | 23.5  | 50.1  | 2.2  | 70.3                   | 31.5                                    | 63.0                    | Botswana                  |
| 250                              | 400    | 950      | 1 210  | 47.6                                   | 27.2  | 71.8  | 6.9  | 47.2                   | 6.9                                     | 39.5                    | Burkina Faso              |
| 140                              | 100    | 600      | 680    | 48.2                                   | 54.6  | 87.6  | 5.1  | 48.0                   | 9.5                                     | 42.4                    | Burundi                   |
| 600                              | 1 000  | 1 620    | 2 240  | 47.5                                   | 17.1  | 50.6  | 5.6  | 50.9                   | 9.1                                     | 44.6                    | Cameroon                  |
| 1 300                            | 1 930  | 4 040    | 5 610  | 282.4                                  | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Cape Verde                |
| 290                              | 350    | 1 070    | 1 220  | 26.2                                   | 66.6  | 84.0  | 2.0  | 65.0                   | 32.7                                    | 61.3                    | Central African Republic  |
| 220                              | 400    | 860      | 1 160  | 33.8                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Chad                      |

Table 1 (continued)

| Country or territory        | DEMOGRAPHY <sup>1</sup> |   |   |                                  |           |           |   | HIV/AIDS <sup>2</sup>                     |   |                           |
|-----------------------------|-------------------------|---|---|----------------------------------|-----------|-----------|---|---|---|---------------------------|
|                             | Total population (000)  | Average annual growth rate (%) total population | Average annual growth rate (%) age 0-4 population | Life expectancy at birth (years) |           |           | Total fertility rate (children per woman) | HIV prevalence rate (%) in adults (15-49) | % of women among people (age 15+) living with HIV | Orphans due to AIDS (000) |
|                             |                         |   |   | 2005-2010                        |           |           |   |   |   |                           |
|                             |                         |   |   | 2005                             | 2005-2010 | 2005-2010 |   |   |   |                           |
|                             |                         |   |   | Total                            | Male      | Female    |   | 2005 Total                                | 2005  | 2005                      |
| Comoros                     | 798                     | 2.6   | 1.1   | 65                               | 63        | 67        | 4.3                                       | <0.1                                      | ...   | ...                       |
| Congo                       | 3 999                   | 2.9   | 3.1   | 54                               | 52        | 55        | 6.3                                       | 5.3                                       | 61  | 110                       |
| Côte d'Ivoire               | 18 154                  | 1.7   | 0.7   | 46                               | 46        | 47        | 4.5                                       | 7.1                                       | 59  | 450                       |
| D. R. Congo                 | 57 549                  | 3.1   | 3.4   | 45                               | 44        | 46        | 6.7                                       | 3.2                                       | 58  | 680                       |
| Equatorial Guinea           | 504                     | 2.2   | 2.6   | 42                               | 41        | 42        | 5.9                                       | 3.2                                       | 59  | 5                         |
| Eritrea                     | 4 401                   | 3.1   | 2.2   | 56                               | 54        | 58        | 5.0                                       | 2.4                                       | 58  | 36                        |
| Ethiopia                    | 77 431                  | 2.3   | 1.6   | 49                               | 48        | 49        | 5.4                                       | ...                                       | ...   | ...                       |
| Gabon                       | 1 384                   | 1.6   | 0.0   | 53                               | 53        | 54        | 3.5                                       | 7.9                                       | 59  | 20                        |
| Gambia                      | 1 517                   | 2.3   | 0.7   | 58                               | 56        | 59        | 4.2                                       | 2.4                                       | 58  | 4                         |
| Ghana                       | 22 113                  | 1.9   | 0.6   | 58                               | 58        | 59        | 3.8                                       | 2.3                                       | 60  | 170                       |
| Guinea                      | 9 402                   | 2.2   | 1.5   | 54                               | 54        | 54        | 5.5                                       | 1.5                                       | 68  | 28                        |
| Guinea-Bissau               | 1 586                   | 2.9   | 3.1   | 45                               | 44        | 47        | 7.1                                       | 3.8                                       | 59  | 11                        |
| Kenya                       | 34 256                  | 2.6   | 3.0   | 50                               | 51        | 49        | 5.0                                       | 6.1                                       | 62  | 1 100                     |
| Lesotho                     | 1 795                   | -0.3  | -0.6  | 34                               | 34        | 34        | 3.3                                       | 23.2                                      | 60  | 97                        |
| Liberia                     | 3 283                   | 2.9   | 3.1   | 43                               | 42        | 43        | 6.8                                       | ...                                       | ...   | ...                       |
| Madagascar                  | 18 606                  | 2.6   | 1.4   | 56                               | 55        | 57        | 4.9                                       | 0.5                                       | 28  | 13                        |
| Malawi                      | 12 884                  | 2.2   | 1.1   | 41                               | 42        | 41        | 5.7                                       | 14.1                                      | 59  | 550                       |
| Mali                        | 13 518                  | 2.9   | 2.5   | 49                               | 49        | 50        | 6.6                                       | 1.7                                       | 60  | 94                        |
| Mauritius                   | 1 245                   | 0.8   | -0.3  | 73                               | 70        | 76        | 1.9                                       | 0.6                                       | ...   | ...                       |
| Mozambique                  | 19 792                  | 1.8   | 0.8   | 42                               | 42        | 42        | 5.1                                       | 16.1                                      | 60  | 510                       |
| Namibia                     | 2 031                   | 1.0   | -0.6  | 46                               | 47        | 45        | 3.5                                       | 19.6                                      | 62  | 85                        |
| Niger                       | 13 957                  | 3.3   | 2.5   | 45                               | 45        | 45        | 7.5                                       | 1.1                                       | 59  | 46                        |
| Nigeria                     | 131 530                 | 2.1   | 1.1   | 44                               | 44        | 44        | 5.3                                       | 3.9                                       | 62  | 930                       |
| Rwanda                      | 9 038                   | 2.3   | 2.3   | 45                               | 43        | 46        | 5.2                                       | 3.1                                       | 57  | 210                       |
| Sao Tome and Principe       | 157                     | 2.2   | 1.0   | 64                               | 63        | 65        | 3.6                                       | ...                                       | ...   | ...                       |
| Senegal                     | 11 658                  | 2.3   | 1.2   | 57                               | 56        | 58        | 4.5                                       | 0.9                                       | 59  | 25                        |
| Seychelles                  | 81                      | 0.9   | ...   | ...                              | ...       | ...       | ...                                       | ...                                       | ...   | ...                       |
| Sierra Leone                | 5 525                   | 2.1   | 2.0   | 42                               | 41        | 43        | 6.5                                       | 1.6                                       | 60  | 31                        |
| Somalia                     | 8 228                   | 3.1   | 2.2   | 49                               | 48        | 50        | 6.0                                       | 0.9                                       | 58  | 23                        |
| South Africa                | 47 432                  | 0.2   | -1.0  | 44                               | 44        | 44        | 2.6                                       | 18.8                                      | 58  | 1 200                     |
| Swaziland                   | 1 032                   | -0.4  | -0.9  | 30                               | 31        | 29        | 3.5                                       | 33.4                                      | 57  | 63                        |
| Togo                        | 6 145                   | 2.5   | 1.4   | 56                               | 54        | 57        | 4.8                                       | 3.2                                       | 61  | 88                        |
| Uganda                      | 28 816                  | 3.6   | 4.0   | 52                               | 51        | 53        | 7.1                                       | 6.7                                       | 58  | 1 000                     |
| United Republic of Tanzania | 38 329                  | 1.4   | 0.1   | 64                               | 62        | 67        | 3.3                                       | 6.5                                       | 55  | 1 100                     |
| Zambia                      | 11 668                  | 1.7   | 1.1   | 39                               | 40        | 39        | 5.2                                       | 17.0                                      | 57  | 710                       |
| Zimbabwe                    | 13 010                  | 0.6   | 0.1   | 37                               | 38        | 36        | 3.2                                       | 20.1                                      | 59  | 1 100                     |

|                            | Sum       | Weighted average |      |     |     |     |     | Weighted average |     |        |
|----------------------------|-----------|------------------|------|-----|-----|-----|-----|------------------|-----|--------|
| World                      | 6 450 253 | 1.1              | 0.5  | 68  | 66  | 70  | 2.5 | 1.0              | 48  | 15 200 |
| Countries in transition    | 277 567   | 0.0              | 0.3  | 66  | 61  | 72  | 2.2 | ...              | ... | ...    |
| Developed countries        | 1 007 223 | 0.4              | -0.1 | 75  | 73  | 78  | 1.6 | ...              | ... | ...    |
| Developing countries       | 5 165 463 | 1.3              | 0.6  | 67  | 65  | 69  | 2.8 | ...              | ... | ...    |
| Arab States                | 312 085   | 2.0              | 1.1  | 69  | 67  | 70  | 3.3 | ...              | ... | ...    |
| Central and Eastern Europe | 403 681   | 0.0              | -0.4 | 69  | 65  | 74  | 1.5 | ...              | ... | ...    |
| Central Asia               | 76 570    | 0.9              | 0.5  | 67  | 62  | 70  | 2.2 | ...              | ... | ...    |
| East Asia and the Pacific  | 2 102 740 | 0.7              | -0.1 | 72  | 70  | 75  | 1.9 | ...              | ... | ...    |
| East Asia                  | 2 069 561 | 0.7              | -0.1 | 72  | 70  | 74  | 1.9 | ...              | ... | ...    |
| Pacific                    | 33 178    | 1.3              | 0.5  | 75  | 73  | 77  | 2.4 | ...              | ... | ...    |
| Latin America/Caribbean    | 556 309   | 1.3              | -0.1 | 73  | 70  | 76  | 2.4 | ...              | ... | ...    |
| Caribbean                  | 15 589    | 1.0              | 0.2  | ... | ... | ... | ... | ...              | ... | ...    |
| Latin America              | 540 720   | 1.3              | -0.1 | 73  | 70  | 77  | 2.4 | ...              | ... | ...    |
| N. America/W. Europe       | 735 606   | 0.5              | 0.1  | 79  | 76  | 82  | 1.7 | ...              | ... | ...    |
| South and West Asia        | 1 552 874 | 1.5              | 0.4  | 65  | 64  | 66  | 2.9 | ...              | ... | ...    |
| Sub-Saharan Africa         | 710 389   | 2.2              | 1.7  | 47  | 46  | 47  | 5.2 | ...              | ... | ...    |

1. United Nations Population Division statistics, 2004 revision, medium variant, UN Population Division (2005).  
2. UNAIDS (2006).  
3. World Bank (2007).

4. UNDP (2006).  
5. Data are for the most recent year available during the period specified. For more details see UNDP (2006).

Table 1

| GNP, AID AND POVERTY        |       |          |        |  |   |   | INEQUALITY IN INCOME OR EXPENDITURE <sup>4</sup> |                        |   |                         | Country or territory        |
|-----------------------------|-------|----------|--------|--|---|---|--|------------------------|---|-------------------------|-----------------------------|
| GNP per capita <sup>3</sup> |       |          |        | Net aid per capita (US\$) <sup>4</sup> | Population living on less than US\$1 per day <sup>4</sup> (%) | Population living on less than US\$2 per day <sup>4</sup> (%) | Share of income or expenditure %                 |                        | Inequality measure                      |                         |                             |
| Current US\$                |       | PPP US\$ |        |  |   |   | Poorest 20%                                      | Richest 20%            | Richest 20% to poorest 20% <sup>6</sup> | Gini index <sup>7</sup> |                             |
| 1998                        | 2005  | 1998     | 2005   |  |   |   | 1996-2004 <sup>5</sup>                           | 1996-2004 <sup>5</sup> | 1996-2004 <sup>5</sup>                  | 1996-2004 <sup>5</sup>  |                             |
| 410                         | 650   | 1 640    | 1 980  | 31.5                                   | ...   | ...   | ...  | ...                    | ...                                     | Comoros                 |                             |
| 530                         | 950   | 670      | 980    | 29.9                                   | ...   | ...   | ...  | ...                    | ...                                     | Congo                   |                             |
| 780                         | 870   | 1 510    | 1 570  | 8.6                                    | 14.8  | 48.8  | 5.2  | 50.7                   | 9.7                                     | 44.6                    | Côte d'Ivoire               |
| 110                         | 120   | 710      | 680    | 32.5                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | D. R. Congo                 |
| 1 060                       | ...   | 3 570    | ...    | 60.3                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Equatorial Guinea           |
| 220                         | 170   | 1 070    | 1 100  | 61.3                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Eritrea                     |
| 100                         | 160   | 600      | 1 050  | 24.1                                   | 23.0  | 77.8  | 9.1  | 39.4                   | 4.3                                     | 30.0                    | Ethiopia                    |
| 3 870                       | 5 010 | 5 570    | 6 280  | 27.7                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Gabon                       |
| 320                         | 290   | 1 500    | 1 860  | 42.5                                   | 59.3  | 82.9  | 4.8  | 53.4                   | 11.2                                    | 50.2                    | Gambia                      |
| 380                         | 450   | 1 760    | 2 450  | 62.7                                   | 44.8  | 78.5  | 5.6  | 46.6                   | 8.4                                     | 40.8                    | Ghana                       |
| 520                         | 420   | 1 810    | 2 280  | 30.3                                   | ...   | ...   | 6.4  | 47.2                   | 7.3                                     | 40.3                    | Guinea                      |
| 140                         | 180   | 660      | 790    | 49.5                                   | ...   | ...   | 5.2  | 53.4                   | 10.3                                    | 47.0                    | Guinea-Bissau               |
| 360                         | 540   | 990      | 1 230  | 19.0                                   | 22.8  | 58.3  | 6.0  | 49.1                   | 8.2                                     | 42.5                    | Kenya                       |
| 690                         | 950   | 2 640    | 4 080  | 56.8                                   | 36.4  | 56.1  | 1.5  | 66.5                   | 44.2                                    | 63.2                    | Lesotho                     |
| 110                         | 130   | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Liberia                     |
| 260                         | 290   | 760      | 910    | 68.2                                   | 61.0  | 85.1  | 4.9  | 53.5                   | 11.0                                    | 47.5                    | Madagascar                  |
| 220                         | 160   | 560      | 650    | 37.8                                   | 41.7  | 76.1  | 4.9  | 56.1                   | 11.6                                    | 50.3                    | Malawi                      |
| 250                         | 380   | 720      | 990    | 43.2                                   | 72.3  | 90.6  | 4.6  | 56.2                   | 12.2                                    | 50.5                    | Mali                        |
| 3 760                       | 5 250 | 8 610    | 12 700 | 30.8                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Mauritius                   |
| 200                         | 310   | 760      | 1 160  | 63.2                                   | 37.8  | 78.4  | 6.5  | 46.5                   | 7.2                                     | 39.6                    | Mozambique                  |
| 2 050                       | 2 990 | 5 890    | 7 690  | 89.1                                   | 34.9  | 55.8  | 1.4  | 78.7                   | 56.1                                    | 74.3                    | Namibia                     |
| 200                         | 240   | 780      | 780    | 39.7                                   | 60.6  | 85.8  | 2.6  | 53.3                   | 20.7                                    | 50.5                    | Niger                       |
| 260                         | 560   | 760      | 990    | 4.5                                    | 70.8  | 92.4  | 5.0  | 49.2                   | 9.7                                     | 43.7                    | Nigeria                     |
| 250                         | 230   | 980      | 1 190  | 52.6                                   | 51.7  | 83.7  | 9.7  | 39.1                   | 4.0                                     | 28.9                    | Rwanda                      |
| 270                         | 440   | ...      | 2 090  | 218.5                                  | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Sao Tome and Principe       |
| 510                         | 700   | 1 330    | 1 760  | 92.4                                   | 22.3  | 63.0  | 6.4  | 48.2                   | 7.5                                     | 41.3                    | Senegal                     |
| 7 320                       | 8 180 | ...      | 15 250 | 129.4                                  | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Seychelles                  |
| 150                         | 220   | 470      | 780    | 67.4                                   | ...   | 74.5  | 1.1  | 63.4                   | 57.6                                    | 62.9                    | Sierra Leone                |
| ...                         | ...   | ...      | ...    | ...                                    | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Somalia                     |
| 3 290                       | 4 770 | 8 820    | 10 880 | 13.1                                   | 10.7  | 34.1  | 3.5  | 62.2                   | 17.9                                    | 57.8                    | South Africa                |
| 1 400                       | 2 280 | 4 340    | 4 870  | 112.7                                  | ...   | ...   | 2.7  | 64.4                   | 23.8                                    | 60.9                    | Swaziland                   |
| 350                         | 350   | 1 580    | 1 480  | 10.3                                   | ...   | ...   | ...  | ...                    | ...                                     | ...                     | Togo                        |
| 290                         | 280   | 1 110    | 1 430  | 41.7                                   | ...   | ...   | 5.9  | 49.7                   | 8.4                                     | 43.0                    | Uganda                      |
| 230                         | 340   | 470      | 740    | 46.4                                   | 57.8  | 89.9  | 7.3  | 42.4                   | 5.8                                     | 34.6                    | United Republic of Tanzania |
| 330                         | 500   | 700      | 960    | 94.2                                   | 75.8  | 94.1  | 6.1  | 48.8                   | 8.0                                     | 42.1                    | Zambia                      |
| 560                         | 350   | 2 640    | 1 950  | 14.4                                   | 56.1  | 83.0  | 4.6  | 55.7                   | 12.0                                    | 50.1                    | Zimbabwe                    |

| Weighted average |       |     |       |      |     |     | Weighted average |     |     |     | Country or territory       |
|------------------|-------|-----|-------|------|-----|-----|------------------|-----|-----|-----|----------------------------|
| ...              | 7 011 | ... | 9 489 | 11.7 | ... | ... | ...              | ... | ... | ... |                            |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | World                      |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | Countries in transition    |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | Developed countries        |
| ...              | ...   | ... | ...   | 10.5 | ... | ... | ...              | ... | ... | ... | Developing countries       |
| ...              | ...   | ... | ...   | 35.9 | ... | ... | ...              | ... | ... | ... | Arab States                |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | Central and Eastern Europe |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | Central Asia               |
| ...              | 1 630 | ... | 6 060 | 3.3  | ... | ... | ...              | ... | ... | ... | East Asia and the Pacific  |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | East Asia                  |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | Pacific                    |
| ...              | 4 045 | ... | 8 129 | 10.3 | ... | ... | ...              | ... | ... | ... | Latin America/Caribbean    |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | Caribbean                  |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | Latin America              |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | N. America/W. Europe       |
| ...              | ...   | ... | ...   | ...  | ... | ... | ...              | ... | ... | ... | South and West Asia        |
| ...              | 746   | ... | 1 913 | 33.0 | ... | ... | ...              | ... | ... | ... | Sub-Saharan Africa         |

6. Data show the ratio of income or expenditure share of the richest group to that of the poorest.

7. A value of 0 represents perfect equality, and a value of 100 perfect inequality.

Table 2  
Adult and youth literacy

| Country or territory               | ADULT LITERACY RATE (15 and over)<br>[%] |      |        |                        |      |        |                   |      |        | ADULT ILLITERATES (15 and over) |             |                        |             |                   |             |
|------------------------------------|--|------|--------|------------------------|------|--------|-------------------|------|--------|---------------------------------|-------------|------------------------|-------------|-------------------|-------------|
|                                    | 1985-1994 <sup>1</sup>                   |      |        | 1995-2004 <sup>1</sup> |      |        | Projected<br>2015 |      |        | 1985-1994 <sup>1</sup>          |             | 1995-2004 <sup>1</sup> |             | Projected<br>2015 |             |
|                                    | Total                                    | Male | Female | Total                  | Male | Female | Total             | Male | Female | Total<br>(000)                  | %<br>Female | Total<br>(000)         | %<br>Female | Total<br>(000)    | %<br>Female |
| <b>Arab States</b>                 |  |      |        |                        |      |        |                   |      |        |                                 |             |                        |             |                   |             |
| Algeria                            | 50*                                      | 63*  | 36*    | 70*                    | 80*  | 60*    | 81                | 88   | 74     | 6 573                           | 64*         | 6 423                  | 66*         | 5 389             | 68          |
| Bahrain                            | 84*                                      | 89*  | 77*    | 87*                    | 89*  | 84*    | 92                | 93   | 90     | 56                              | 56*         | 66                     | 49*         | 56                | 49          |
| Djibouti                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Egypt                              | 44*                                      | 57*  | 31*    | 71*                    | 83*  | 59*    | 77                | 86   | 68     | 16 541                          | 62*         | 14 210                 | 71*         | 13 961            | 70          |
| Iraq                               | ...                                      | ...  | ...    | 74*                    | 84*  | 64*    | 81                | 88   | 74     | ...                             | ...         | 3 707                  | 69*         | 4 371             | 67          |
| Jordan                             | ...                                      | ...  | ...    | 91*                    | 95*  | 87*    | 96                | 98   | 93     | ...                             | ...         | 312                    | 71*         | 210               | 77          |
| Kuwait                             | 74*                                      | 78*  | 69*    | 93*                    | 94*  | 91*    | 96                | 96   | 95     | 276                             | 48*         | 139                    | 49*         | 114               | 48          |
| Lebanon                            | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Libyan Arab Jamahiriya             | 75                                       | 87   | 61     | 84                     | 93   | 75     | 90                | 96   | 83     | 716                             | 73          | 633                    | 77          | 497               | 81          |
| Mauritania                         | ...                                      | ...  | ...    | 51*                    | 60*  | 43*    | 61                | 67   | 55     | ...                             | ...         | 732                    | 60*         | 911               | 58          |
| Morocco                            | 42*                                      | 55*  | 29*    | 52*                    | 66*  | 40*    | 63                | 75   | 51     | 9 676                           | 62*         | 10 106                 | 65*         | 9 602             | 67          |
| Oman                               | ...                                      | ...  | ...    | 81*                    | 87*  | 74*    | 89                | 93   | 84     | ...                             | ...         | 300                    | 57*         | 244               | 62          |
| Palestinian A. T.                  | ...                                      | ...  | ...    | 92*                    | 97*  | 88*    | 95                | 98   | 93     | ...                             | ...         | 148                    | 78*         | 134               | 76          |
| Qatar                              | 76*                                      | 77*  | 72*    | 89*                    | 89*  | 89*    | 93                | 93   | 93     | 68                              | 30*         | 67                     | 29*         | 54                | 31          |
| Saudi Arabia                       | 71*                                      | 80*  | 57*    | 83*                    | 88*  | 76*    | 89                | 92   | 85     | 2 962                           | 59*         | 2 595                  | 60*         | 2 255             | 62          |
| Sudan <sup>2</sup>                 | ...                                      | ...  | ...    | 61*                    | 71*  | 52*    | 71                | 79   | 63     | ...                             | ...         | 7 557                  | 63*         | 8 143             | 64          |
| Syrian Arab Republic               | ...                                      | ...  | ...    | 81*                    | 88*  | 74*    | 87                | 92   | 82     | ...                             | ...         | 2 248                  | 68*         | 2 068             | 70          |
| Tunisia                            | ...                                      | ...  | ...    | 74*                    | 83*  | 65*    | 83                | 90   | 76     | ...                             | ...         | 1 878                  | 68*         | 1 469             | 71          |
| United Arab Emirates               | 79                                       | 80   | 79     | 89                     | 89   | 88     | 94                | 94   | 92     | 339                             | 29          | 377                    | 29          | 289               | 35          |
| Yemen                              | 37*                                      | 57*  | 17*    | 54                     | 73   | 35     | 70                | 84   | 55     | 4 579                           | 65*         | 4 974                  | 70          | 4 903             | 74          |
| <b>Central and Eastern Europe</b>  |  |      |        |                        |      |        |                   |      |        |                                 |             |                        |             |                   |             |
| Albania                            | ...                                      | ...  | ...    | 99*                    | 99*  | 98*    | 99                | 99   | 99     | ...                             | ...         | 28                     | 69*         | 18                | 58          |
| Belarus                            | 98*                                      | 99*  | 97*    | 100*                   | 100* | 99*    | 100               | 100  | 100    | 167                             | 87*         | 33                     | 77*         | 15                | 49          |
| Bosnia and Herzegovina             | ...                                      | ...  | ...    | 97*                    | 99*  | 94*    | 97                | 99   | 96     | ...                             | ...         | 106                    | 86*         | 90                | 85          |
| Bulgaria                           | ...                                      | ...  | ...    | 98*                    | 99*  | 98*    | 98                | 98   | 98     | ...                             | ...         | 121                    | 66*         | 116               | 58          |
| Croatia                            | 97*                                      | 99*  | 95*    | 98*                    | 99*  | 97*    | 99                | 100  | 99     | 120                             | 82*         | 69                     | 83*         | 31                | 74          |
| Czech Republic                     | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Estonia                            | 100*                                     | 100* | 100*   | 100*                   | 100* | 100*   | 100               | 100  | 100    | 3                               | 79*         | 3                      | 57*         | 2                 | 46          |
| Hungary                            | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Latvia                             | 99*                                      | 100* | 99*    | 100*                   | 100* | 100*   | 100               | 100  | 100    | 12                              | 80*         | 5                      | 64*         | 4                 | 50          |
| Lithuania                          | 98*                                      | 99*  | 98*    | 100*                   | 100* | 100*   | 100               | 100  | 100    | 44                              | 76*         | 10                     | 54*         | 8                 | 50          |
| Poland                             | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Republic of Moldova                | 96*                                      | 99*  | 94*    | 99                     | 100  | 99     | 100               | 100  | 100    | 114                             | 82*         | 32                     | 79          | 13                | 63          |
| Romania                            | 97*                                      | 99*  | 95*    | 97*                    | 98*  | 96*    | 98                | 98   | 98     | 589                             | 78*         | 491                    | 71*         | 397               | 58          |
| Russian Federation                 | 98*                                      | 99*  | 97*    | 99*                    | 100* | 99*    | 100               | 100  | 100    | 2 288                           | 88*         | 676                    | 75*         | 390               | 61          |
| Serbia and Montenegro <sup>2</sup> | 92*                                      | 97*  | 88*    | 96*                    | 99*  | 94*    | 99                | 99   | 98     | 606                             | 81*         | 246                    | 85*         | 120               | 75          |
| Slovakia                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Slovenia                           | 100*                                     | 100* | 99*    | 100                    | 100  | 100    | 100               | 100  | 100    | 7                               | 60*         | 6                      | 56          | 5                 | 54          |
| TFYR Macedonia                     | 94*                                      | 97*  | 91*    | 96*                    | 98*  | 94*    | 98                | 99   | 97     | 87                              | 77*         | 62                     | 77*         | 36                | 73          |
| Turkey                             | 79*                                      | 90*  | 69*    | 87*                    | 95*  | 80*    | 92                | 97   | 86     | 7 639                           | 75*         | 6 389                  | 81*         | 5 201             | 83          |
| Ukraine                            | ...                                      | ...  | ...    | 99*                    | 100* | 99*    | 100               | 100  | 100    | ...                             | ...         | 229                    | 80*         | 79                | 58          |
| <b>Central Asia</b>                |  |      |        |                        |      |        |                   |      |        |                                 |             |                        |             |                   |             |
| Armenia                            | 99*                                      | 99*  | 98*    | 99*                    | 100* | 99*    | 100               | 100  | 100    | 31                              | 77*         | 14                     | 76*         | 8                 | 62          |
| Azerbaijan                         | ...                                      | ...  | ...    | 99*                    | 99*  | 98*    | 100               | 100  | 100    | ...                             | ...         | 67                     | 79*         | 24                | 76          |
| Georgia                            | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Kazakhstan                         | 98*                                      | 99*  | 96*    | 100*                   | 100* | 99*    | 100               | 100  | 100    | 276                             | 82*         | 53                     | 77*         | 32                | 65          |
| Kyrgyzstan                         | ...                                      | ...  | ...    | 99*                    | 99*  | 98*    | 99                | 100  | 99     | ...                             | ...         | 41                     | 74*         | 22                | 56          |
| Mongolia                           | ...                                      | ...  | ...    | 98*                    | 98*  | 98*    | 96                | 94   | 98     | ...                             | ...         | 36                     | 56*         | 87                | 31          |
| Tajikistan                         | 98*                                      | 99*  | 97*    | 99*                    | 100* | 99*    | 100               | 100  | 100    | 68                              | 74*         | 19                     | 71*         | 11                | 62          |
| Turkmenistan                       | ...                                      | ...  | ...    | 99*                    | 99*  | 98*    | 100               | 100  | 100    | ...                             | ...         | 31                     | 73*         | 12                | 61          |
| Uzbekistan                         | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| <b>East Asia and the Pacific</b>   |  |      |        |                        |      |        |                   |      |        |                                 |             |                        |             |                   |             |
| Australia                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Brunei Darussalam                  | 88*                                      | 92*  | 82*    | 93*                    | 95*  | 90*    | 94                | 93   | 95     | 21                              | 67*         | 17                     | 65*         | 21                | 40          |
| Cambodia                           | ...                                      | ...  | ...    | 74*                    | 85*  | 64*    | 81                | 88   | 74     | ...                             | ...         | 2 262                  | 73*         | 2 182             | 71          |
| China                              | 78*                                      | 87*  | 68*    | 91*                    | 95*  | 87*    | 96                | 98   | 93     | 185 405                         | 70*         | 87 019                 | 73*         | 50 200            | 75          |
| Cook Islands                       | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| DPR Korea                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |

Table 2

| YOUTH LITERACY RATE (15-24)<br>[%] |      |        |                        |      |        |                   |      |        | YOUTH ILLITERATES (15-24) |             |                        |             |                   |             | Country or territory               |
|------------------------------------|------|--------|------------------------|------|--------|-------------------|------|--------|---------------------------|-------------|------------------------|-------------|-------------------|-------------|------------------------------------|
| 1985-1994 <sup>1</sup>             |      |        | 1995-2004 <sup>1</sup> |      |        | Projected<br>2015 |      |        | 1985-1994 <sup>1</sup>    |             | 1995-2004 <sup>1</sup> |             | Projected<br>2015 |             |                                    |
| Total                              | Male | Female | Total                  | Male | Female | Total             | Male | Female | Total<br>(000)            | %<br>Female | Total<br>(000)         | %<br>Female | Total<br>(000)    | %<br>Female |                                    |
|                                    |      |        |                        |      |        |                   |      |        |                           |             |                        |             |                   |             |                                    |
|                                    |      |        |                        |      |        |                   |      |        |                           |             |                        |             |                   |             |                                    |
| Arab States                        |      |        |                        |      |        |                   |      |        |                           |             |                        |             |                   |             |                                    |
| 74*                                | 86*  | 62*    | 90*                    | 94*  | 86*    | 95                | 95   | 95     | 1 215                     | 73*         | 705                    | 69*         | 319               | 48          | Algeria                            |
| 97*                                | 97*  | 97*    | 97*                    | 97*  | 97*    | 100               | 100  | 100    | 3                         | 53*         | 3                      | 43*         | 0.1               | 46          | Bahrain                            |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | Djibouti                           |
| 63*                                | 71*  | 54*    | 85*                    | 90*  | 79*    | 91                | 92   | 90     | 3 506                     | 61*         | 2 382                  | 67*         | 1 447             | 55          | Egypt                              |
| ...                                | ...  | ...    | 85*                    | 89*  | 80*    | 84                | 87   | 82     | ...                       | ...         | 765                    | 63*         | 1 159             | 57          | Iraq                               |
| ...                                | ...  | ...    | 99*                    | 99*  | 99*    | 100               | 100  | 100    | ...                       | ...         | 12                     | 47*         | 4                 | 53          | Jordan                             |
| 87*                                | 91*  | 84*    | 100*                   | 100* | 100*   | 100               | 100  | 100    | 37                        | 62*         | 1                      | 38*         | 0.05              | 37          | Kuwait                             |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | Lebanon                            |
| 95                                 | 99   | 91     | 98                     | 100  | 96     | 100               | 100  | 100    | 52                        | 89          | 26                     | 88          | 0.7               | 67          | Libyan Arab Jamahiriya             |
| ...                                | ...  | ...    | 61*                    | 68*  | 55*    | 71                | 73   | 70     | ...                       | ...         | 199                    | 58*         | 219               | 53          | Mauritania                         |
| 58*                                | 71*  | 46*    | 70*                    | 81*  | 60*    | 83                | 89   | 78     | 2 287                     | 65*         | 1 888                  | 67*         | 1 041             | 66          | Morocco                            |
| ...                                | ...  | ...    | 97*                    | 98*  | 97*    | 99                | 100  | 99     | ...                       | ...         | 14                     | 59*         | 3                 | 64          | Oman                               |
| ...                                | ...  | ...    | 99*                    | 99*  | 99*    | 99                | 99   | 100    | ...                       | ...         | 7                      | 57*         | 6                 | 36          | Palestinian A. T.                  |
| 90*                                | 89*  | 91*    | 96*                    | 95*  | 98*    | 99                | 99   | 99     | 6                         | 31*         | 4                      | 24*         | 1.01              | 62          | Qatar                              |
| 88*                                | 94*  | 81*    | 96*                    | 97*  | 95*    | 99                | 99   | 98     | 374                       | 74*         | 183                    | 62*         | 83                | 76          | Saudi Arabia                       |
| ...                                | ...  | ...    | 77*                    | 85*  | 71*    | 82                | 85   | 78     | ...                       | ...         | 1 468                  | 64*         | 1 622             | 59          | Sudan <sup>2</sup>                 |
| ...                                | ...  | ...    | 92*                    | 95*  | 90*    | 96                | 97   | 95     | ...                       | ...         | 325                    | 64*         | 165               | 60          | Syrian Arab Republic               |
| ...                                | ...  | ...    | 94*                    | 96*  | 92*    | 98                | 98   | 97     | ...                       | ...         | 118                    | 67*         | 39                | 57          | Tunisia                            |
| 94                                 | 95   | 91     | 97                     | 98   | 95     | 99                | 100  | 98     | 23                        | 55          | 22                     | 56          | 7                 | 81          | United Arab Emirates               |
| 60*                                | 83*  | 35*    | 75                     | 91   | 59     | 90                | 97   | 83     | 1 072                     | 78*         | 1 074                  | 81          | 580               | 87          | Yemen                              |
| Central and Eastern Europe         |      |        |                        |      |        |                   |      |        |                           |             |                        |             |                   |             |                                    |
| ...                                | ...  | ...    | 99*                    | 99*  | 99*    | 99                | 99   | 99     | ...                       | ...         | 3                      | 46*         | 4                 | 41          | Albania                            |
| 100*                               | 100* | 100*   | 100*                   | 100* | 100*   | 100               | 100  | 100    | 3                         | 43*         | 3                      | 40*         | 2                 | 34          | Belarus                            |
| ...                                | ...  | ...    | 100*                   | 100* | 100*   | 100               | 100  | 100    | ...                       | ...         | 1                      | 38*         | 0.46              | 49          | Bosnia and Herzegovina             |
| ...                                | ...  | ...    | 98*                    | 98*  | 98*    | 96                | 96   | 96     | ...                       | ...         | 20                     | 52*         | 28                | 47          | Bulgaria                           |
| 100*                               | 100* | 100*   | 100*                   | 100* | 100*   | 100               | 100  | 100    | 2                         | 53*         | 2                      | 48*         | 2                 | 44          | Croatia                            |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | Czech Republic                     |
| 100*                               | 100* | 100*   | 100*                   | 100* | 100*   | 100               | 100  | 100    | 0.3                       | 35*         | 0.5                    | 40*         | 0.27              | 36          | Estonia                            |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | Hungary                            |
| 100*                               | 100* | 100*   | 100*                   | 100* | 100*   | 100               | 100  | 100    | 0.8                       | 40*         | 0.8                    | 43*         | 0.8               | 41          | Latvia                             |
| 100*                               | 100* | 100*   | 100*                   | 100* | 100*   | 100               | 100  | 100    | 2                         | 44*         | 1                      | 43*         | 0.8               | 50          | Lithuania                          |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | Poland                             |
| 100*                               | 100* | 100*   | 100                    | 100  | 100    | 100               | 100  | 100    | 2                         | 48*         | 2                      | 49          | 2                 | 49          | Republic of Moldova                |
| 99*                                | 99*  | 99*    | 98*                    | 98*  | 98*    | 96                | 96   | 97     | 35                        | 53*         | 77                     | 49*         | 86                | 42          | Romania                            |
| 100*                               | 100* | 100*   | 100*                   | 100* | 100*   | 100               | 100  | 100    | 55                        | 44*         | 67                     | 41*         | 53                | 36          | Russian Federation                 |
| 99*                                | 99*  | 98*    | 99*                    | 99*  | 99*    | 99                | 99   | 99     | 22                        | 64*         | 7                      | 52*         | 10                | 48          | Serbia and Montenegro <sup>2</sup> |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | Slovakia                           |
| 100*                               | 100* | 100*   | 100                    | 100  | 100    | 100               | 100  | 100    | 0.7                       | 44*         | 0.4                    | 39          | 0.3               | 30          | Slovenia                           |
| 99*                                | 99*  | 99*    | 99*                    | 99*  | 98*    | 99                | 99   | 98     | 4                         | 62*         | 4                      | 59*         | 4                 | 52          | TFYR Macedonia                     |
| 93*                                | 97*  | 88*    | 96*                    | 98*  | 93*    | 97                | 98   | 95     | 866                       | 76*         | 583                    | 77*         | 480               | 74          | Turkey                             |
| ...                                | ...  | ...    | 100*                   | 100* | 100*   | 100               | 100  | 100    | ...                       | ...         | 14                     | 42*         | 12                | 39          | Ukraine                            |
| Central Asia                       |      |        |                        |      |        |                   |      |        |                           |             |                        |             |                   |             |                                    |
| 100*                               | 100* | 100*   | 100*                   | 100* | 100*   | 100               | 100  | 100    | 0.5                       | 49*         | 1                      | 37*         | 1.3               | 33          | Armenia                            |
| ...                                | ...  | ...    | 100*                   | 100* | 100*   | 100               | 100  | 100    | ...                       | ...         | 2                      | 43*         | 0.6               | 18          | Azerbaijan                         |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | Georgia                            |
| 100*                               | 100* | 100*   | 100*                   | 100* | 100*   | 100               | 100  | 100    | 8                         | 44*         | 4                      | 40*         | 5                 | 36          | Kazakhstan                         |
| ...                                | ...  | ...    | 100*                   | 100* | 100*   | 99                | 99   | 100    | ...                       | ...         | 3                      | 42*         | 6                 | 31          | Kyrgyzstan                         |
| ...                                | ...  | ...    | 98*                    | 97*  | 98*    | 91                | 86   | 95     | ...                       | ...         | 12                     | 34*         | 49                | 24          | Mongolia                           |
| 100*                               | 100* | 100*   | 100*                   | 100* | 100*   | 100               | 100  | 100    | 3                         | 56*         | 2                      | 49*         | 2                 | 44          | Tajikistan                         |
| ...                                | ...  | ...    | 100*                   | 100* | 100*   | 100               | 100  | 100    | ...                       | ...         | 2                      | 49*         | 2                 | 33          | Turkmenistan                       |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | Uzbekistan                         |
| East Asia and the Pacific          |      |        |                        |      |        |                   |      |        |                           |             |                        |             |                   |             |                                    |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | Australia                          |
| 98*                                | 98*  | 98*    | 99*                    | 99*  | 99*    | 99                | 98   | 99     | 0.9                       | 49*         | 0.7                    | 49*         | 1.01              | 27          | Brunei Darussalam                  |
| ...                                | ...  | ...    | 83*                    | 88*  | 79*    | 91                | 93   | 89     | ...                       | ...         | 543                    | 63*         | 295               | 59          | Cambodia                           |
| 94*                                | 97*  | 91*    | 99*                    | 99*  | 99*    | 100               | 100  | 100    | 14 355                    | 73*         | 2 260                  | 63*         | 902               | 51          | China                              |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | Cook Islands                       |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | ...         | DPR Korea                          |

Table 2 (continued)

| Country or territory            | ADULT LITERACY RATE (15 and over)<br>[%] |      |        |                        |      |        |                   |      |        | ADULT ILLITERATES (15 and over) |             |                        |             |                   |             |
|---------------------------------|--|------|--------|------------------------|------|--------|-------------------|------|--------|---------------------------------|-------------|------------------------|-------------|-------------------|-------------|
|                                 | 1985-1994 <sup>1</sup>                   |      |        | 1995-2004 <sup>1</sup> |      |        | Projected<br>2015 |      |        | 1985-1994 <sup>1</sup>          |             | 1995-2004 <sup>1</sup> |             | Projected<br>2015 |             |
|                                 | Total                                    | Male | Female | Total                  | Male | Female | Total             | Male | Female | Total<br>(000)                  | %<br>Female | Total<br>(000)         | %<br>Female | Total<br>(000)    | %<br>Female |
|                                 |  |      |        |                        |      |        |                   |      |        |                                 |             |                        |             |                   |             |
| Fiji                            | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Indonesia                       | 82*                                      | 88*  | 75*    | 90*                    | 94*  | 87*    | 94                | 97   | 92     | 21 406                          | 68*         | 15 100                 | 69*         | 10 794            | 71          |
| Japan                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Kiribati                        | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Lao PDR                         | ...                                      | ...  | ...    | 69*                    | 77*  | 61*    | 78                | 83   | 72     | ...                             | ...         | 970                    | 64*         | 1 025             | 62          |
| Macao, China                    | ...                                      | ...  | ...    | 91*                    | 95*  | 88*    | 95                | 97   | 93     | ...                             | ...         | 31                     | 74*         | 21                | 74          |
| Malaysia                        | 83*                                      | 89*  | 77*    | 89*                    | 92*  | 85*    | 94                | 96   | 93     | 1 987                           | 66*         | 1 722                  | 64*         | 1 245             | 63          |
| Marshall Islands                | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Micronesia                      | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Myanmar                         | ...                                      | ...  | ...    | 90*                    | 94*  | 86*    | 93                | 95   | 92     | ...                             | ...         | 3 201                  | 70*         | 2 812             | 63          |
| Nauru                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| New Zealand                     | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Niue                            | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Palau                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Papua New Guinea                | ...                                      | ...  | ...    | 57*                    | 63*  | 51*    | 63                | 66   | 60     | ...                             | ...         | 1 321                  | 56*         | 1 718             | 53          |
| Philippines                     | 94*                                      | 94*  | 93*    | 93*                    | 92*  | 94*    | 94                | 94   | 95     | 2 319                           | 53*         | 3 787                  | 44*         | 4 047             | 46          |
| Republic of Korea               | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Samoa                           | 98                                       | 98   | 98     | 99                     | 99   | 98     | 99                | 99   | 99     | 2                               | 59          | 2                      | 58          | 1                 | 54          |
| Singapore                       | 89*                                      | 95*  | 83*    | 93*                    | 97*  | 89*    | 96                | 98   | 95     | 259                             | 78*         | 232                    | 77*         | 155               | 74          |
| Solomon Islands                 | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Thailand                        | ...                                      | ...  | ...    | 93*                    | 95*  | 91*    | 96                | 97   | 95     | ...                             | ...         | 3 354                  | 66*         | 2 321             | 64          |
| Timor-Leste                     | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Tokelau                         | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Tonga                           | ...                                      | ...  | ...    | 99*                    | 99*  | 99*    | 99                | 99   | 99     | ...                             | ...         | 0.6                    | 47*         | 0.5               | 44          |
| Tuvalu                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Vanuatu                         | ...                                      | ...  | ...    | 74*                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | 28                     | ...         | ...               | ...         |
| Viet Nam                        | 88*                                      | 93*  | 83*    | 90*                    | 94*  | 87*    | 94                | 95   | 93     | 4 789                           | 72*         | 4 909                  | 69*         | 4 419             | 58          |
| Latin America and the Caribbean |  |      |        |                        |      |        |                   |      |        |                                 |             |                        |             |                   |             |
| Anguilla                        | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Antigua and Barbuda             | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Argentina                       | 96*                                      | 96*  | 96*    | 97*                    | 97*  | 97*    | 98                | 98   | 98     | 889                             | 53*         | 756                    | 52*         | 598               | 49          |
| Aruba                           | ...                                      | ...  | ...    | 97*                    | 98*  | 97*    | ...               | ...  | ...    | ...                             | ...         | 2                      | 57*         | ...               | ...         |
| Bahamas                         | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Barbados                        | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Belize                          | 70*                                      | 70*  | 70*    | ...                    | ...  | ...    | ...               | ...  | ...    | 32                              | 49*         | ...                    | ...         | ...               | ...         |
| Bermuda                         | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Bolivia                         | 80*                                      | 88*  | 72*    | 87*                    | 93*  | 81*    | 93                | 97   | 90     | 825                             | 71*         | 683                    | 74*         | 471               | 77          |
| Brazil                          | ...                                      | ...  | ...    | 89*                    | 88*  | 89*    | 93                | 92   | 93     | ...                             | ...         | 15 052                 | 50*         | 11 630            | 48          |
| British Virgin Islands          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Cayman Islands                  | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Chile                           | 94*                                      | 95*  | 94*    | 96*                    | 96*  | 96*    | 97                | 97   | 97     | 547                             | 53*         | 495                    | 52*         | 364               | 51          |
| Colombia                        | 81*                                      | 81*  | 81*    | 93*                    | 93*  | 93*    | 96                | 95   | 96     | 4 489                           | 52*         | 2 251                  | 51*         | 1 693             | 49          |
| Costa Rica                      | ...                                      | ...  | ...    | 95*                    | 95*  | 95*    | 97                | 96   | 97     | ...                             | ...         | 138                    | 47*         | 124               | 46          |
| Cuba                            | ...                                      | ...  | ...    | 100*                   | 100* | 100*   | 100               | 100  | 100    | ...                             | ...         | 18                     | 52*         | 9.5               | 50          |
| Dominica                        | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Dominican Republic              | ...                                      | ...  | ...    | 87*                    | 87*  | 87*    | 92                | 91   | 92     | ...                             | ...         | 731                    | 49*         | 573               | 47          |
| Ecuador                         | 88*                                      | 90*  | 86*    | 91*                    | 92*  | 90*    | 94                | 95   | 93     | 731                             | 59*         | 741                    | 57*         | 652               | 55          |
| El Salvador                     | 74*                                      | 77*  | 71*    | 81                     | 82   | 79     | 85                | 85   | 85     | 832                             | 58*         | 860                    | 56          | 854               | 52          |
| Grenada                         | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Guatemala                       | 64*                                      | 72*  | 57*    | 69*                    | 75*  | 63*    | 79                | 83   | 74     | 1 909                           | 61*         | 2 035                  | 62*         | 2 055             | 63          |
| Guyana                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Haiti                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Honduras                        | ...                                      | ...  | ...    | 80*                    | 80*  | 80*    | 86                | 85   | 87     | ...                             | ...         | 773                    | 49*         | 803               | 45          |
| Jamaica                         | ...                                      | ...  | ...    | 80*                    | 74*  | 86*    | ...               | ...  | ...    | ...                             | ...         | 340                    | 37          | ...               | ...         |
| Mexico                          | 88*                                      | 90*  | 85*    | 92*                    | 93*  | 90*    | 93                | 95   | 91     | 6 372                           | 62*         | 6 174                  | 61*         | 6 323             | 69          |
| Montserrat                      | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Netherlands Antilles            | 95*                                      | 95*  | 95*    | 96                     | 96   | 96     | 97                | 97   | 97     | 7                               | 54*         | 5                      | 55          | 5                 | 54          |
| Nicaragua                       | ...                                      | ...  | ...    | 77*                    | 77*  | 77*    | 84                | 83   | 86     | ...                             | ...         | 691                    | 51*         | 688               | 46          |
| Panama                          | 89*                                      | 89*  | 88*    | 92*                    | 93*  | 91*    | 95                | 95   | 94     | 175                             | 52*         | 163                    | 54*         | 150               | 55          |
| Paraguay                        | 90*                                      | 92*  | 89*    | 93                     | 94   | 93     | 95                | 95   | 95     | 252                             | 59*         | 243                    | 56          | 245               | 53          |
| Peru                            | 87*                                      | 93*  | 82*    | 88*                    | 94*  | 82*    | 93                | 96   | 90     | 1 844                           | 72*         | 2 259                  | 74*         | 1 588             | 74          |



Table 2

| YOUTH LITERACY RATE (15-24)<br>[%] |      |        |                        |      |        |                |      |        | YOUTH ILLITERATES (15-24) |          |                        |          |                |          | Country or territory   |  |
|------------------------------------|------|--------|------------------------|------|--------|----------------|------|--------|---------------------------|----------|------------------------|----------|----------------|----------|------------------------|--|
| 1985-1994 <sup>1</sup>             |      |        | 1995-2004 <sup>1</sup> |      |        | Projected 2015 |      |        | 1985-1994 <sup>1</sup>    |          | 1995-2004 <sup>1</sup> |          | Projected 2015 |          |                        |  |
| Total                              | Male | Female | Total                  | Male | Female | Total          | Male | Female | Total (000)               | % Female | Total (000)            | % Female | Total (000)    | % Female |                        |  |
|                                    |      |        |                        |      |        |                |      |        |                           |          |                        |          |                |          |                        |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Fiji                   |  |
| 96*                                | 97*  | 95*    | 99*                    | 99*  | 99*    | 99             | 99   | 99     | 1 407                     | 65*      | 549                    | 56*      | 327            | 42       | Indonesia              |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Japan                  |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Kiribati               |  |
| ...                                | ...  | ...    | 78*                    | 83*  | 75*    | 87             | 89   | 85     | ...                       | ...      | 225                    | 59*      | 193            | 58       | Lao PDR                |  |
| ...                                | ...  | ...    | 100*                   | 99*  | 100*   | 100            | 100  | 100    | ...                       | ...      | 0.2                    | 26*      | 0.1            | 50       | Macao, China           |  |
| 96*                                | 96*  | 95*    | 97*                    | 97*  | 97*    | 99             | 99   | 99     | 154                       | 53*      | 120                    | 48*      | 53             | 43       | Malaysia               |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Marshall Islands       |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Micronesia             |  |
| ...                                | ...  | ...    | 95*                    | 96*  | 93*    | 97             | 96   | 97     | ...                       | ...      | 524                    | 60*      | 333            | 41       | Myanmar                |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Nauru                  |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | New Zealand            |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Niue                   |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Palau                  |  |
| ...                                | ...  | ...    | 67*                    | 69*  | 64*    | 68             | 66   | 69     | ...                       | ...      | 342                    | 52*      | 496            | 46       | Papua New Guinea       |  |
| 97*                                | 96*  | 97*    | 95*                    | 94*  | 97*    | 95             | 94   | 96     | 427                       | 45*      | 805                    | 34*      | 979            | 38       | Philippines            |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Republic of Korea      |  |
| 99                                 | 99   | 99     | 99                     | 99   | 99     | 100            | 99   | 100    | 0.3                       | 49       | 0.2                    | 44       | 0.2            | 37       | Samoa                  |  |
| 99*                                | 99*  | 99*    | 100*                   | 99*  | 100*   | 100            | 100  | 100    | 6                         | 44*      | 2                      | 38*      | 1              | 31       | Singapore              |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Solomon Islands        |  |
| ...                                | ...  | ...    | 98*                    | 98*  | 98*    | 99             | 99   | 99     | ...                       | ...      | 223                    | 53*      | 147            | 50       | Thailand               |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Timor-Leste            |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Tokelau                |  |
| ...                                | ...  | ...    | 99*                    | 99*  | 99*    | 100            | 100  | 100    | ...                       | ...      | 0.1                    | 46*      | 0.1            | 45       | Tonga                  |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Tuvalu                 |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Vanuatu                |  |
| 94*                                | 94*  | 93*    | 94*                    | 94*  | 94*    | 96             | 95   | 96     | 831                       | 53*      | 956                    | 52*      | 734.3          | 44       | Viet Nam               |  |
| Latin America and the Caribbean    |      |        |                        |      |        |                |      |        |                           |          |                        |          |                |          |                        |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Anguilla               |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Antigua and Barbuda    |  |
| 98*                                | 98*  | 99*    | 99*                    | 99*  | 99*    | 99             | 99   | 99     | 92                        | 43*      | 71                     | 40*      | 48             | 37       | Argentina              |  |
| ...                                | ...  | ...    | 99*                    | 99*  | 99*    | ...            | ...  | ...    | ...                       | ...      | 0.1                    | 43*      | ...            | ...      | Aruba                  |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Bahamas                |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Barbados               |  |
| 76*                                | 76*  | 77*    | ...                    | ...  | ...    | ...            | ...  | ...    | 9                         | 49*      | ...                    | ...      | ...            | ...      | Belize                 |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Bermuda                |  |
| 94*                                | 96*  | 92*    | 97*                    | 99*  | 96*    | 99             | 99   | 99     | 83                        | 70*      | 43                     | 72*      | 18             | 63       | Bolivia                |  |
| ...                                | ...  | ...    | 97*                    | 96*  | 98*    | 99             | 98   | 99     | ...                       | ...      | 1 123                  | 33*      | 428            | 27       | Brazil                 |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | British Virgin Islands |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Cayman Islands         |  |
| 98*                                | 98*  | 99*    | 99*                    | 99*  | 99*    | 99             | 99   | 99     | 38                        | 41*      | 26                     | 40*      | 19             | 41       | Chile                  |  |
| 91*                                | 89*  | 92*    | 98*                    | 98*  | 98*    | 99             | 98   | 99     | 696                       | 43*      | 172                    | 39*      | 123            | 33       | Colombia               |  |
| ...                                | ...  | ...    | 98*                    | 97*  | 98*    | 98             | 98   | 99     | ...                       | ...      | 18                     | 40*      | 13             | 35       | Costa Rica             |  |
| ...                                | ...  | ...    | 100*                   | 100* | 100*   | 100            | 100  | 100    | ...                       | ...      | 0.7                    | 51*      | 0.0            | —        | Cuba                   |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Dominica               |  |
| ...                                | ...  | ...    | 94*                    | 93*  | 95*    | 97             | 97   | 98     | ...                       | ...      | 102                    | 39*      | 49             | 33       | Dominican Republic     |  |
| 96*                                | 97*  | 96*    | 96*                    | 96*  | 96*    | 97             | 96   | 97     | 79                        | 54*      | 88                     | 49*      | 90             | 41       | Ecuador                |  |
| 85*                                | 85*  | 85*    | 88                     | 87   | 90     | 91             | 88   | 94     | 173                       | 51*      | 152                    | 41       | 130            | 32       | El Salvador            |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Grenada                |  |
| 76*                                | 82*  | 71*    | 82*                    | 86*  | 78*    | 89             | 90   | 88     | 461                       | 62*      | 421                    | 62*      | 355            | 56       | Guatemala              |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Guyana                 |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Haiti                  |  |
| ...                                | ...  | ...    | 89*                    | 87*  | 91*    | 92             | 89   | 95     | ...                       | ...      | 152                    | 40*      | 146            | 31       | Honduras               |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Jamaica                |  |
| 95*                                | 96*  | 95*    | 98*                    | 98*  | 98*    | 99             | 99   | 99     | 845                       | 56*      | 480                    | 50*      | 294            | 50       | Mexico                 |  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Montserrat             |  |
| 97*                                | 97*  | 97*    | 98                     | 98   | 98     | 99             | 99   | 99     | 0.8                       | 44*      | 0.5                    | 48       | 0.4            | 50       | Netherlands Antilles   |  |
| ...                                | ...  | ...    | 86*                    | 84*  | 89*    | 92             | 88   | 95     | ...                       | ...      | 154                    | 40*      | 114            | 29       | Nicaragua              |  |
| 95*                                | 95*  | 95*    | 96*                    | 97*  | 96*    | 97             | 97   | 97     | 25                        | 52*      | 21                     | 55*      | 21             | 50       | Panama                 |  |
| 96*                                | 96*  | 95*    | 96                     | 96   | 96     | 97             | 97   | 97     | 37                        | 52*      | 50                     | 47       | 43             | 44       | Paraguay               |  |
| 95*                                | 97*  | 94*    | 97*                    | 98*  | 96*    | 98             | 99   | 98     | 215                       | 67*      | 156                    | 64*      | 99             | 56       | Peru                   |  |

Table 2 (continued)

| Country or territory             | ADULT LITERACY RATE (15 and over)<br>[%] |      |        |                        |      |        |                   |      |        | ADULT ILLITERATES (15 and over) |             |                        |             |                   |             |
|----------------------------------|--|------|--------|------------------------|------|--------|-------------------|------|--------|---------------------------------|-------------|------------------------|-------------|-------------------|-------------|
|                                  | 1985-1994 <sup>1</sup>                   |      |        | 1995-2004 <sup>1</sup> |      |        | Projected<br>2015 |      |        | 1985-1994 <sup>1</sup>          |             | 1995-2004 <sup>1</sup> |             | Projected<br>2015 |             |
|                                  | Total                                    | Male | Female | Total                  | Male | Female | Total             | Male | Female | Total<br>(000)                  | %<br>Female | Total<br>(000)         | %<br>Female | Total<br>(000)    | %<br>Female |
| Saint Kitts and Nevis            | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Saint Lucia                      | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| St Vincent/Grenad.               | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Suriname                         | ...                                      | ...  | ...    | 90*                    | 92*  | 87*    | 93                | 95   | 92     | ...                             | ...         | 32                     | 62*         | 23                | 62          |
| Trinidad and Tobago              | 97                                       | 98   | 96     | 98                     | 99   | 98     | 99                | 99   | 99     | 25                              | 69          | 17                     | 68          | 10                | 62          |
| Turks and Caicos Islands         | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Uruguay                          | 95*                                      | 95*  | 96*    | 97*                    | 96*  | 97*    | 98                | 98   | 99     | 102                             | 46*         | 78                     | 44*         | 52                | 39          |
| Venezuela                        | 90*                                      | 91*  | 89*    | 93*                    | 93*  | 93*    | 96                | 95   | 96     | 1 242                           | 54*         | 1 166                  | 52*         | 973               | 47          |
| North America and Western Europe |  |      |        |                        |      |        |                   |      |        |                                 |             |                        |             |                   |             |
| Andorra                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Austria                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Belgium                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Canada                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Cyprus                           | 94*                                      | 98*  | 91*    | 97*                    | 99*  | 95*    | 99                | 99   | 98     | 26                              | 81*         | 18                     | 79*         | 9                 | 75          |
| Denmark                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Finland                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| France                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Germany                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Greece                           | 93*                                      | 96*  | 89*    | 96*                    | 98*  | 94*    | 98                | 99   | 97     | 615                             | 74*         | 375                    | 73*         | 192               | 66          |
| Iceland                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Ireland                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Israel                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Italy                            | ...                                      | ...  | ...    | 98*                    | 99*  | 98*    | 99                | 99   | 99     | ...                             | ...         | 785                    | 64*         | 366               | 61          |
| Luxembourg                       | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Malta                            | ...                                      | ...  | ...    | 88*                    | 86*  | 89*    | 93                | 91   | 95     | ...                             | ...         | 36                     | 45*         | 24                | 37          |
| Monaco                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Netherlands                      | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Norway                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Portugal                         | 88*                                      | 92*  | 85*    | 94                     | 96   | 92     | 97                | 98   | 96     | 965                             | 67*         | 542                    | 68          | 270               | 67          |
| San Marino                       | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Spain                            | 96*                                      | 98*  | 95*    | ...                    | ...  | ...    | ...               | ...  | ...    | 1 124                           | 73*         | ...                    | ...         | ...               | ...         |
| Sweden                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Switzerland                      | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| United Kingdom                   | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| United States                    | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| South and West Asia              |  |      |        |                        |      |        |                   |      |        |                                 |             |                        |             |                   |             |
| Afghanistan                      | ...                                      | ...  | ...    | 28*                    | 43*  | 13*    | 36                | 52   | 19     | ...                             | ...         | 9 048                  | 59*         | 14 585            | 61          |
| Bangladesh                       | 35*                                      | 44*  | 26*    | 47*                    | 54*  | 41*    | 61                | 65   | 58     | 40 818                          | 56*         | 43 394                 | 55*         | 44 680            | 53          |
| Bhutan                           | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| India <sup>2</sup>               | 48*                                      | 62*  | 34*    | 61*                    | 73*  | 48*    | 71                | 80   | 62     | 285 690                         | 62*         | 268 426                | 65*         | 259 234           | 65          |
| Iran, Islamic Republic of        | 66*                                      | 74*  | 56*    | 82*                    | 88*  | 77*    | 89                | 93   | 85     | 11 125                          | 62*         | 8 693                  | 65*         | 6 572             | 69          |
| Maldives                         | 96*                                      | 96*  | 96*    | 96*                    | 96*  | 96*    | 98                | 97   | 98     | 5                               | 47*         | 6                      | 47*         | 6                 | 46          |
| Nepal                            | 33*                                      | 49*  | 17*    | 49*                    | 63*  | 35*    | 66                | 77   | 56     | 7 619                           | 63*         | 7 661                  | 65*         | 7 344             | 67          |
| Pakistan                         | ...                                      | ...  | ...    | 50*                    | 64*  | 35*    | 59                | 71   | 47     | ...                             | ...         | 48 597                 | 63*         | 51 925            | 63          |
| Sri Lanka <sup>2</sup>           | ...                                      | ...  | ...    | 91*                    | 92*  | 89*    | 93                | 94   | 92     | ...                             | ...         | 1 380                  | 57*         | 1 257             | 55          |
| Sub-Saharan Africa               |  |      |        |                        |      |        |                   |      |        |                                 |             |                        |             |                   |             |
| Angola                           | ...                                      | ...  | ...    | 67*                    | 83*  | 54*    | 70                | 81   | 60     | ...                             | ...         | 2 401                  | 74*         | 3 403             | 69          |
| Benin                            | 27*                                      | 40*  | 17*    | 35*                    | 48*  | 23*    | 47                | 59   | 36     | 2 129                           | 59*         | 2 718                  | 60*         | 3 434             | 61          |
| Botswana                         | 69*                                      | 65*  | 71*    | 81*                    | 80*  | 82*    | 87                | 87   | 87     | 256                             | 47*         | 206                    | 50*         | 143               | 51          |
| Burkina Faso                     | 14*                                      | 20*  | 8*     | 24*                    | 31*  | 17*    | 32                | 37   | 26     | 3 996                           | 54*         | 5 310                  | 55*         | 6 576             | 54          |
| Burundi                          | 37*                                      | 48*  | 28*    | 59*                    | 67*  | 52*    | 68                | 69   | 67     | 1 938                           | 61*         | 1 373                  | 62*         | 1 825             | 53          |
| Cameroon                         | ...                                      | ...  | ...    | 68*                    | 77*  | 60*    | ...               | ...  | ...    | ...                             | ...         | 2 764                  | 64*         | ...               | ...         |
| Cape Verde                       | 63*                                      | 75*  | 53*    | 81                     | 88   | 76     | 89                | 93   | 86     | 70                              | 70*         | 56                     | 70          | 45                | 68          |
| Central African Republic         | 34*                                      | 48*  | 20*    | 49*                    | 65*  | 33*    | 56                | 69   | 44     | 1 084                           | 63*         | 1 107                  | 67*         | 1 218             | 66          |
| Chad                             | 12                                       | ...  | ...    | 26*                    | 41*  | 13*    | 38                | 54   | 22     | 3 132                           | ...         | 3 206                  | 61*         | 4 166             | 64          |
| Comoros                          | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                             | ...         | ...                    | ...         | ...               | ...         |
| Congo                            | 74                                       | 83   | 65     | 85                     | 91   | 79     | 93                | 96   | 90     | 398                             | 68          | 315                    | 70          | 210               | 72          |
| Côte d'Ivoire                    | 34*                                      | 44*  | 23*    | 49*                    | 61*  | 39*    | 67                | 75   | 60     | 4 145                           | 55*         | 4 733                  | 59*         | 4 355             | 60          |
| D. R. Congo                      | ...                                      | ...  | ...    | 67*                    | 81*  | 54*    | 67                | 76   | 58     | ...                             | ...         | 8 901                  | 71*         | 13 353            | 64          |

Table 2

| YOUTH LITERACY RATE (15-24)<br>[%] |      |        |                        |      |        |                |      |        | YOUTH ILLITERATES (15-24) |          |                        |          |                |          | Country or territory      |
|------------------------------------|------|--------|------------------------|------|--------|----------------|------|--------|---------------------------|----------|------------------------|----------|----------------|----------|---------------------------|
| 1985-1994 <sup>1</sup>             |      |        | 1995-2004 <sup>1</sup> |      |        | Projected 2015 |      |        | 1985-1994 <sup>1</sup>    |          | 1995-2004 <sup>1</sup> |          | Projected 2015 |          |                           |
| Total                              | Male | Female | Total                  | Male | Female | Total          | Male | Female | Total (000)               | % Female | Total (000)            | % Female | Total (000)    | % Female |                           |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      |                           |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Saint Kitts and Nevis     |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Saint Lucia               |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | St Vincent/Grenad.        |
| ...                                | ...  | ...    | 95*                    | 96*  | 94*    | 96             | 97   | 95     | ...                       | ...      | 5                      | 57*      | 3              | 58       | Suriname                  |
| 99                                 | 99   | 99     | 99                     | 99   | 99     | 100            | 100  | 100    | 2                         | 49       | 1                      | 49       | 0.7            | 48       | Trinidad and Tobago       |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Turks and Caicos Islands  |
| 99*                                | 98*  | 99*    | 99*                    | 98*  | 99*    | 99             | 98   | 99     | 6                         | 37*      | 8                      | 34*      | 8              | 30       | Uruguay                   |
| 95*                                | 95*  | 96*    | 97*                    | 96*  | 98*    | 98             | 97   | 99     | 176                       | 39*      | 137                    | 34*      | 120            | 27       | Venezuela                 |
| North America and Western Europe   |      |        |                        |      |        |                |      |        |                           |          |                        |          |                |          |                           |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Andorra                   |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Austria                   |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Belgium                   |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Canada                    |
| 100*                               | 100* | 100*   | 100*                   | 100* | 100*   | 100            | 100  | 100    | 0.3                       | 44*      | 0.2                    | 40*      | 0.1            | 36       | Cyprus                    |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Denmark                   |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Finland                   |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | France                    |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Germany                   |
| 99*                                | 99*  | 99*    | 99*                    | 99*  | 99*    | 99             | 100  | 99     | 16                        | 49*      | 16                     | 45*      | 6.1            | 56       | Greece                    |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Iceland                   |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Ireland                   |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Israel                    |
| ...                                | ...  | ...    | 100*                   | 100* | 100*   | 100            | 100  | 100    | ...                       | ...      | 12                     | 47*      | 4              | 46       | Italy                     |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Luxembourg                |
| ...                                | ...  | ...    | 96*                    | 94*  | 98*    | 98             | 97   | 99     | ...                       | ...      | 2                      | 27*      | 0.9            | 21       | Malta                     |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Monaco                    |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Netherlands               |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Norway                    |
| 99*                                | 99*  | 99*    | 100                    | 100  | 100    | 100            | 100  | 100    | 13                        | 46*      | 5                      | 45       | 2              | 42       | Portugal                  |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | San Marino                |
| 100*                               | 100* | 100*   | ...                    | ...  | ...    | ...            | ...  | ...    | 30                        | 47*      | ...                    | ...      | ...            | ...      | Spain                     |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Sweden                    |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Switzerland               |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | United Kingdom            |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | United States             |
| South and West Asia                |      |        |                        |      |        |                |      |        |                           |          |                        |          |                |          |                           |
| ...                                | ...  | ...    | 34*                    | 51*  | 18*    | 49             | 66   | 30     | ...                       | ...      | 2 889                  | 61*      | 4 259          | 66       | Afghanistan               |
| 45*                                | 52*  | 38*    | 64*                    | 67*  | 60*    | 83             | 80   | 85     | 11 862                    | 55*      | 9 663                  | 53*      | 5 568          | 41       | Bangladesh                |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Bhutan                    |
| 62*                                | 74*  | 49*    | 76*                    | 84*  | 68*    | 88             | 90   | 85     | 63 667                    | 64*      | 46 290                 | 66*      | 27 913         | 58       | India <sup>2</sup>        |
| 87*                                | 92*  | 81*    | 97*                    | 98*  | 97*    | 99             | 99   | 99     | 1 399                     | 70*      | 451                    | 62*      | 171            | 52       | Iran, Islamic Republic of |
| 98*                                | 98*  | 98*    | 98*                    | 98*  | 98*    | 98             | 98   | 99     | 1                         | 45*      | 1                      | 46*      | 1              | 37       | Maldives                  |
| 50*                                | 68*  | 33*    | 70*                    | 81*  | 60*    | 88             | 91   | 85     | 1 847                     | 67*      | 1 437                  | 66*      | 820            | 60       | Nepal                     |
| ...                                | ...  | ...    | 65*                    | 77*  | 53*    | 76             | 81   | 70     | ...                       | ...      | 11 727                 | 65*      | 9 353          | 61       | Pakistan                  |
| ...                                | ...  | ...    | 96*                    | 95*  | 96*    | 98             | 97   | 98     | ...                       | ...      | 168                    | 43*      | 79             | 39       | Sri Lanka <sup>2</sup>    |
| Sub-Saharan Africa                 |      |        |                        |      |        |                |      |        |                           |          |                        |          |                |          |                           |
| ...                                | ...  | ...    | 72*                    | 84*  | 63*    | 70             | 77   | 64     | ...                       | ...      | 749                    | 70*      | 1 256          | 61       | Angola                    |
| 40*                                | 55*  | 27*    | 45*                    | 59*  | 33*    | 60             | 69   | 51     | 611                       | 62*      | 828                    | 61*      | 889            | 61       | Benin                     |
| 89*                                | 86*  | 92*    | 94*                    | 92*  | 96*    | 95             | 95   | 96     | 34                        | 36*      | 26                     | 36*      | 19             | 43       | Botswana                  |
| 20*                                | 27*  | 14*    | 33*                    | 40*  | 26*    | 40             | 40   | 39     | 1 425                     | 54*      | 1 810                  | 55*      | 2 219          | 49       | Burkina Faso              |
| 54*                                | 59*  | 48*    | 73*                    | 77*  | 70*    | 84             | 79   | 89     | 494                       | 56*      | 348                    | 57*      | 322            | 34       | Burundi                   |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Cameroon                  |
| 88*                                | 90*  | 86*    | 96                     | 96   | 97     | 99             | 98   | 100    | 8                         | 58*      | 4                      | 43       | 1              | 20       | Cape Verde                |
| 48*                                | 63*  | 35*    | 59*                    | 70*  | 47*    | 62             | 70   | 54     | 270                       | 64*      | 315                    | 65*      | 397            | 62       | Central African Republic  |
| 17*                                | ...  | ...    | 38*                    | 56*  | 23*    | 46             | 61   | 31     | 1 042                     | ...      | 955                    | 64*      | 1 375          | 65       | Chad                      |
| ...                                | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                       | ...      | ...                    | ...      | ...            | ...      | Comoros                   |
| 94                                 | 96   | 91     | 97                     | 98   | 97     | 100            | 100  | 100    | 35                        | 69       | 20                     | 68       | 4              | 60       | Congo                     |
| 49*                                | 60*  | 38*    | 61*                    | 71*  | 52*    | 85             | 89   | 81     | 1 046                     | 60*      | 1 349                  | 62*      | 709            | 64       | Côte d'Ivoire             |
| ...                                | ...  | ...    | 70*                    | 78*  | 63*    | 67             | 71   | 62     | ...                       | ...      | 3 013                  | 63*      | 5 091          | 57       | D. R. Congo               |

Table 2 (continued)

| Country or territory        | ADULT LITERACY RATE (15 and over)<br>[%] |      |        |                        |      |        |                |      |        | ADULT ILLITERATES (15 and over) |          |                        |          |                |          |
|-----------------------------|--|------|--------|------------------------|------|--------|----------------|------|--------|---------------------------------|----------|------------------------|----------|----------------|----------|
|                             | 1985-1994 <sup>1</sup>                   |      |        | 1995-2004 <sup>1</sup> |      |        | Projected 2015 |      |        | 1985-1994 <sup>1</sup>          |          | 1995-2004 <sup>1</sup> |          | Projected 2015 |          |
|                             | Total                                    | Male | Female | Total                  | Male | Female | Total          | Male | Female | Total (000)                     | % Female | Total (000)            | % Female | Total (000)    | % Female |
| Equatorial Guinea           | ...                                      | ...  | ...    | 87*                    | 93*  | 80*    | 92             | 94   | 90     | ...                             | ...      | 33                     | 76*      | 28             | 63       |
| Eritrea                     | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                             | ...      | ...                    | ...      | ...            | ...      |
| Ethiopia                    | 27*                                      | 36*  | 19*    | 36*                    | 50*  | 23*    | ...            | ...  | ...    | 22 941                          | 57*      | 26 632                 | 61*      | ...            | ...      |
| Gabon                       | 72*                                      | 79*  | 65*    | 84                     | 88   | 80     | 91             | 94   | 89     | 167                             | 64*      | 130                    | 64       | 89             | 66       |
| Gambia                      | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                             | ...      | ...                    | ...      | ...            | ...      |
| Ghana                       | ...                                      | ...  | ...    | 58*                    | 66*  | 50*    | 71             | 76   | 66     | ...                             | ...      | 4 894                  | 60*      | 4 991          | 58       |
| Guinea                      | ...                                      | ...  | ...    | 29*                    | 43*  | 18*    | 52             | 63   | 40     | ...                             | ...      | 3 507                  | 58*      | 3 293          | 61       |
| Guinea-Bissau               | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                             | ...      | ...                    | ...      | ...            | ...      |
| Kenya                       | ...                                      | ...  | ...    | 74*                    | 78*  | 70*    | 77             | 78   | 77     | ...                             | ...      | 4 480                  | 58*      | 5 755          | 51       |
| Lesotho                     | ...                                      | ...  | ...    | 82*                    | 74*  | 90*    | ...            | ...  | ...    | ...                             | ...      | 182                    | 32*      | ...            | ...      |
| Liberia                     | 41                                       | 52   | 30     | 52                     | 58   | 46     | 64             | 65   | 64     | 649                             | 60       | 826                    | 57       | 812            | 51       |
| Madagascar                  | ...                                      | ...  | ...    | 71*                    | 77*  | 65*    | 71             | 74   | 68     | ...                             | ...      | 2 609                  | 60*      | 4 150          | 55       |
| Malawi                      | 49*                                      | 65*  | 34*    | 64*                    | 75*  | 54*    | 79             | 83   | 75     | 2 199                           | 68*      | 2 133                  | 66*      | 1 851          | 60       |
| Mali                        | ...                                      | ...  | ...    | 19*                    | 27*  | 12*    | 27             | 34   | 19     | ...                             | ...      | 4 601                  | 56*      | 7 062          | 56       |
| Mauritius                   | 80*                                      | 85*  | 75*    | 84*                    | 88*  | 81*    | 90             | 92   | 89     | 150                             | 63*      | 138                    | 63*      | 103            | 60       |
| Mozambique                  | ...                                      | ...  | ...    | 39*                    | 55*  | 25*    | 49             | 58   | 41     | ...                             | ...      | 5 730                  | 66*      | 6 965          | 60       |
| Namibia                     | 76*                                      | 78*  | 74*    | 85*                    | 87*  | 83*    | 90             | 90   | 91     | 197                             | 55*      | 163                    | 57*      | 145            | 48       |
| Niger                       | ...                                      | ...  | ...    | 29*                    | 43*  | 15*    | 37             | 50   | 24     | ...                             | ...      | 5 032                  | 59*      | 6 306          | 59       |
| Nigeria                     | 55*                                      | 68*  | 44*    | 69                     | 78   | 60     | 79             | 85   | 74     | 22 355                          | 64*      | 22 061                 | 65       | 19 570         | 62       |
| Rwanda                      | 58                                       | ...  | ...    | 65*                    | 71*  | 60*    | 73             | 76   | 71     | 1 437                           | ...      | 1 471                  | 61*      | 1 757          | 57       |
| Sao Tome and Principe       | 73*                                      | 85*  | 62*    | 85*                    | 92*  | 78*    | 91             | 94   | 88     | 17                              | 73*      | 13                     | 75*      | 11             | 67       |
| Senegal                     | 27*                                      | 37*  | 18*    | 39*                    | 51*  | 29*    | 47             | 57   | 39     | 2 931                           | 58*      | 3 672                  | 61*      | 4 685          | 60       |
| Seychelles                  | 88*                                      | 87*  | 89*    | 92*                    | 91*  | 92*    | ...            | ...  | ...    | ...                             | ...      | 5                      | 50*      | ...            | ...      |
| Sierra Leone                | ...                                      | ...  | ...    | 35*                    | 47*  | 24*    | 48             | 59   | 37     | ...                             | ...      | 1 980                  | 60*      | 2 066          | 61       |
| Somalia                     | ...                                      | ...  | ...    | ...                    | ...  | ...    | ...            | ...  | ...    | ...                             | ...      | ...                    | ...      | ...            | ...      |
| South Africa                | ...                                      | ...  | ...    | 82*                    | 84*  | 81*    | 91             | 92   | 90     | ...                             | ...      | 4 867                  | 56*      | 3 027          | 54       |
| Swaziland                   | 67*                                      | 70*  | 65*    | 80*                    | 81*  | 78*    | 86             | 86   | 87     | 126                             | 59*      | 118                    | 57*      | 85             | 49       |
| Togo                        | ...                                      | ...  | ...    | 53*                    | 69*  | 38*    | 71             | 81   | 61     | ...                             | ...      | 1 391                  | 67*      | 1 379          | 67       |
| Uganda                      | 56*                                      | 68*  | 45*    | 67*                    | 77*  | 58*    | 74             | 76   | 72     | 4 099                           | 64*      | 4 230                  | 65*      | 5 394          | 54       |
| United Republic of Tanzania | 59*                                      | 71*  | 48*    | 69*                    | 78*  | 62*    | 74             | 79   | 70     | 5 392                           | 65*      | 6 194                  | 63*      | 7 186          | 58       |
| Zambia                      | 65*                                      | 73*  | 57*    | 68*                    | 76*  | 60*    | 69             | 73   | 64     | 1 566                           | 62*      | 1 797                  | 63*      | 2 441          | 57       |
| Zimbabwe                    | 84*                                      | 89*  | 79*    | 89                     | 93   | 86     | 94             | 96   | 92     | 994                             | 67*      | 819                    | 66       | 513            | 64       |

|                            | Weighted average |    |    |    |     |    |     |     |     | Sum     | % F | Sum     | % F | Sum     | % F |
|----------------------------|------------------|----|----|----|-----|----|-----|-----|-----|---------|-----|---------|-----|---------|-----|
| World                      | 76               | 83 | 70 | 82 | 87  | 77 | 86  | 90  | 83  | 863 980 | 63  | 773 954 | 64  | 725 302 | 63  |
| Countries in transition    | 98               | 99 | 97 | 99 | 100 | 99 | 100 | 100 | 100 | 3 399   | 85  | 1 313   | 76  | 741     | 58  |
| Developed countries        | 99               | 99 | 98 | 99 | 99  | 99 | 99  | 99  | 99  | 9 300   | 65  | 8 192   | 62  | 9 950   | 57  |
| Developing countries       | 68               | 77 | 59 | 77 | 84  | 70 | 83  | 88  | 78  | 851 280 | 63  | 764 448 | 64  | 714 611 | 64  |
| Arab States                | 58               | 70 | 46 | 70 | 81  | 60 | 78  | 86  | 70  | 55 144  | 63  | 56 899  | 67  | 55 450  | 68  |
| Central and Eastern Europe | 96               | 98 | 94 | 97 | 99  | 96 | 98  | 99  | 97  | 12 539  | 78  | 8 923   | 79  | 7 817   | 78  |
| Central Asia               | 99               | 99 | 98 | 99 | 100 | 99 | 99  | 99  | 99  | 629     | 77  | 379     | 72  | 331     | 49  |
| East Asia and the Pacific  | 82               | 89 | 75 | 92 | 95  | 88 | 95  | 97  | 93  | 227 588 | 69  | 125 631 | 70  | 85 468  | 70  |
| East Asia                  | 82               | 89 | 75 | 92 | 95  | 88 | 95  | 97  | 93  | 226 282 | 69  | 124 041 | 71  | 83 426  | 70  |
| Pacific                    | 94               | 94 | 93 | 93 | 94  | 93 | 91  | 91  | 90  | 1 307   | 56  | 1 590   | 57  | 2 042   | 54  |
| Latin America/Caribbean    | 88               | 89 | 87 | 90 | 91  | 89 | 93  | 94  | 93  | 36 580  | 55  | 38 195  | 55  | 30 592  | 56  |
| Caribbean                  | 71               | 71 | 71 | 71 | 71  | 71 | 98  | 98  | 97  | 2 354   | 52  | 2 889   | 52  | 742     | 56  |
| Latin America              | 88               | 89 | 87 | 90 | 91  | 90 | 93  | 94  | 93  | 34 226  | 56  | 35 307  | 55  | 29 850  | 56  |
| N. America/W. Europe       | 99               | 99 | 99 | 99 | 99  | 99 | 99  | 99  | 99  | 6 418   | 63  | 5 814   | 61  | 6 584   | 53  |
| South and West Asia        | 48               | 60 | 34 | 60 | 71  | 47 | 70  | 78  | 61  | 394 125 | 61  | 387 818 | 63  | 386 147 | 63  |
| Sub-Saharan Africa         | 54               | 63 | 45 | 59 | 69  | 50 | 70  | 76  | 65  | 130 958 | 61  | 150 294 | 62  | 152 913 | 59  |

Note: For countries indicated with (\*), national observed literacy data are used. For all others, UIS literacy estimates are used. The estimates were generated using the UIS Global Age-specific Literacy Projections model. They are based on observed data for years between 1990 and 1994.

The population used to generate the number of illiterates is from the United Nations Population Division estimates, revision 2004 (2005). For countries with national observed literacy data, the population corresponding to the year of the census or survey was used. For countries with UIS estimates, populations used are for 1994 and 2004.

Table 2

|     | YOUTH LITERACY RATE (15-24)<br>[%] |      |        |                        |      |        |                   |      |        | YOUTH ILLITERATES (15-24) |             |                        |             |                   |                             | Country or territory |
|-----|------------------------------------|------|--------|------------------------|------|--------|-------------------|------|--------|---------------------------|-------------|------------------------|-------------|-------------------|-----------------------------|----------------------|
|     | 1985-1994 <sup>1</sup>             |      |        | 1995-2004 <sup>1</sup> |      |        | Projected<br>2015 |      |        | 1985-1994 <sup>1</sup>    |             | 1995-2004 <sup>1</sup> |             | Projected<br>2015 |                             |                      |
|     | Total                              | Male | Female | Total                  | Male | Female | Total             | Male | Female | Total<br>(000)            | %<br>Female | Total<br>(000)         | %<br>Female | Total<br>(000)    | %<br>Female                 |                      |
|     |                                    |      |        |                        |      |        |                   |      |        |                           |             |                        |             |                   |                             |                      |
| ... | ...                                | ...  | 95*    | 95*                    | 95*  | 95     | 93                | 97   | ...    | ...                       | 4           | 49*                    | 7           | 33                | Equatorial Guinea           |                      |
| ... | ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | Eritrea                     |                      |
| 34* | 39*                                | 28*  | 50*    | 62*                    | 39*  | ...    | ...               | ...  | 7 375  | 54*                       | 10 418      | 48*                    | ...         | ...               | Ethiopia                    |                      |
| 93* | 94*                                | 92*  | 96     | 97                     | 95   | 98     | 99                | 97   | 13     | 59*                       | 11          | 62                     | 6           | 73                | Gabon                       |                      |
| ... | ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | Gambia                      |                      |
| ... | ...                                | ...  | 71*    | 76*                    | 65*  | 84     | 84                | 84   | ...    | ...                       | 1 200       | 58*                    | 851         | 48                | Ghana                       |                      |
| ... | ...                                | ...  | 47*    | 59*                    | 34*  | 65     | 75                | 55   | ...    | ...                       | 908         | 60*                    | 834         | 63                | Guinea                      |                      |
| ... | ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | Guinea-Bissau               |                      |
| ... | ...                                | ...  | 80*    | 80*                    | 81*  | 77     | 74                | 80   | ...    | ...                       | 1 349       | 49*                    | 1 966       | 43                | Kenya                       |                      |
| ... | ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | Lesotho                     |                      |
| 51  | 56                                 | 47   | 67     | 65                     | 69   | 80     | 72                | 87   | 196    | 54                        | 214         | 46                     | 179         | 31                | Liberia                     |                      |
| ... | ...                                | ...  | 70*    | 73*                    | 68*  | 69     | 69                | 68   | ...    | ...                       | 923         | 54*                    | 1 555       | 51                | Madagascar                  |                      |
| 59* | 70*                                | 49*  | 76*    | 82*                    | 71*  | 90     | 89                | 91   | 618    | 65*                       | 525         | 62*                    | 369         | 45                | Malawi                      |                      |
| ... | ...                                | ...  | 24*    | 32*                    | 17*  | 32     | 38                | 26   | ...    | ...                       | 1 692       | 54*                    | 2 543       | 54                | Mali                        |                      |
| 91* | 91*                                | 92*  | 95*    | 94*                    | 95*  | 97     | 96                | 98   | 18     | 46*                       | 12          | 42*                    | 6           | 31                | Mauritius                   |                      |
| ... | ...                                | ...  | 47*    | 59*                    | 37*  | 57     | 59                | 56   | ...    | ...                       | 1 747       | 64*                    | 2 197       | 51                | Mozambique                  |                      |
| 88* | 86*                                | 90*  | 92*    | 91*                    | 93*  | 94     | 91                | 96   | 35     | 40*                       | 29          | 42*                    | 36          | 32                | Namibia                     |                      |
| ... | ...                                | ...  | 37*    | 52*                    | 23*  | 46     | 56                | 36   | ...    | ...                       | 1 667       | 60*                    | 2 060       | 58                | Niger                       |                      |
| 71* | 81*                                | 62*  | 84     | 87                     | 81   | 92     | 92                | 91   | 4 869  | 66*                       | 4 193       | 58                     | 2 870       | 50                | Nigeria                     |                      |
| 75  | ...                                | ...  | 78*    | 79*                    | 77*  | 78     | 78                | 79   | 318    | ...                       | 382         | 53*                    | 495         | 50                | Rwanda                      |                      |
| 94* | 96*                                | 92*  | 95*    | 96*                    | 95*  | 95     | 93                | 96   | 1      | 65*                       | 2           | 56*                    | 2           | 35                | Sao Tome and Principe       |                      |
| 38* | 49*                                | 28*  | 49*    | 58*                    | 41*  | 56     | 61                | 51   | 884    | 59*                       | 1 142       | 59*                    | 1 320       | 55                | Senegal                     |                      |
| 99* | 98*                                | 99*  | 99*    | 99*                    | 99*  | ...    | ...               | ...  | ...    | ...                       | 0.1         | 35*                    | ...         | ...               | Seychelles                  |                      |
| ... | ...                                | ...  | 48*    | 60*                    | 37*  | 67     | 76                | 59   | ...    | ...                       | 61          | 61*                    | 432         | 63                | Sierra Leone                |                      |
| ... | ...                                | ...  | ...    | ...                    | ...  | ...    | ...               | ...  | ...    | ...                       | ...         | ...                    | ...         | ...               | Somalia                     |                      |
| ... | ...                                | ...  | 94*    | 93*                    | 94*  | 98     | 97                | 98   | ...    | ...                       | 531         | 47*                    | 219         | 35                | South Africa                |                      |
| 84* | 83*                                | 84*  | 88*    | 87*                    | 90*  | 89     | 87                | 91   | 24     | 51*                       | 26          | 45*                    | 30          | 42                | Swaziland                   |                      |
| ... | ...                                | ...  | 74*    | 84*                    | 64*  | 84     | 87                | 80   | ...    | ...                       | 288         | 69*                    | 265         | 60                | Togo                        |                      |
| 70* | 77*                                | 63*  | 77*    | 83*                    | 71*  | 83     | 79                | 86   | 1 073  | 62*                       | 1 216       | 62*                    | 1 420       | 39                | Uganda                      |                      |
| 82* | 86*                                | 78*  | 78*    | 81*                    | 76*  | 77     | 76                | 77   | 851    | 62*                       | 1 628       | 55*                    | 2 318       | 49                | United Republic of Tanzania |                      |
| 66* | 67*                                | 66*  | 69*    | 73*                    | 66*  | 67     | 68                | 65   | 566    | 51*                       | 663         | 55*                    | 1 042       | 52                | Zambia                      |                      |
| 95* | 97*                                | 94*  | 98     | 97                     | 98   | 99     | 99                | 100  | 104    | 62*                       | 74          | 45                     | 25          | 17                | Zimbabwe                    |                      |

| Weighted average |     |     |     |     |     |     |     |     |     | Sum     | % F | Sum     | % F | Sum     | % F | Country or territory       |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------|-----|---------|-----|---------|-----|----------------------------|
| 83               | 88  | 79  | 88  | 91  | 84  | 91  | 92  | 90  | ... | 165 921 | 62  | 135 729 | 62  | 105 922 | 55  |                            |
| 100              | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | ... | 132     | 55  | 120     | 44  | 135     | 33  | Countries in transition    |
| 99               | 99  | 99  | 99  | 99  | 99  | 99  | 99  | 99  | ... | 771     | 53  | 792     | 52  | 1 285   | 50  | Developed countries        |
| 80               | 85  | 75  | 85  | 89  | 82  | 90  | 91  | 89  | ... | 165 018 | 62  | 134 817 | 62  | 104 502 | 55  | Developing countries       |
| 75               | 83  | 66  | 85  | 91  | 80  | 90  | 93  | 88  | ... | 11 231  | 66  | 9 239   | 68  | 6 785   | 61  | Arab States                |
| 97               | 99  | 97  | 99  | 99  | 98  | 98  | 99  | 98  | ... | 1 101   | 72  | 832     | 68  | 806     | 64  | Central and Eastern Europe |
| 100              | 100 | 100 | 100 | 100 | 100 | 99  | 99  | 100 | ... | 44      | 47  | 46      | 47  | 114     | 26  | Central Asia               |
| 95               | 97  | 93  | 98  | 98  | 98  | 98  | 98  | 98  | ... | 19 777  | 69  | 6 810   | 56  | 4 877   | 46  | East Asia and the Pacific  |
| 95               | 97  | 93  | 98  | 98  | 98  | 99  | 99  | 99  | ... | 19 430  | 69  | 6 421   | 56  | 4 333   | 46  | East Asia                  |
| 92               | 93  | 92  | 92  | 93  | 92  | 87  | 87  | 88  | ... | 347     | 54  | 389     | 52  | 545     | 47  | Pacific                    |
| 94               | 93  | 94  | 96  | 96  | 96  | 98  | 98  | 98  | ... | 5 641   | 46  | 4 111   | 44  | 2 180   | 40  | Latin America/Caribbean    |
| 78               | 76  | 79  | 77  | 76  | 78  | 99  | 99  | 99  | ... | 569     | 47  | 736     | 47  | 61      | 41  | Caribbean                  |
| 94               | 94  | 95  | 97  | 96  | 97  | 98  | 98  | 98  | ... | 5 072   | 46  | 3 375   | 43  | 2 118   | 40  | Latin America              |
| 99               | 99  | 99  | 99  | 99  | 99  | 99  | 99  | 99  | ... | 475     | 52  | 506     | 52  | 876     | 49  | N. America/W. Europe       |
| 61               | 72  | 49  | 75  | 82  | 67  | 86  | 88  | 83  | ... | 91 318  | 62  | 72 836  | 64  | 48 241  | 57  | South and West Asia        |
| 64               | 70  | 58  | 69  | 75  | 64  | 77  | 79  | 76  | ... | 36 333  | 59  | 41 347  | 59  | 42 044  | 53  | Sub-Saharan Africa         |

1. Data are for the most recent year available during the period specified.  
See the introduction to the statistical tables for a broader explanation of national literacy definitions, assessment methods, and sources and years of data.

2. Literacy data for the most recent year do not include some geographic regions.

Table 3A  
Early childhood care and education (ECCE): care

| Country or territory              | CHILD SURVIVAL <sup>1</sup>  |                               | CHILD WELL-BEING <sup>2</sup>        |   |                             |                              |                                      |   |                                       |
|-----------------------------------|------------------------------|-------------------------------|--------------------------------------|---|-----------------------------|------------------------------|--------------------------------------|---|---------------------------------------|
|                                   | Infant mortality rate<br>(‰) | Under-5 mortality rate<br>(‰) | Infants with low birth weight<br>(%) | % of children under age 5 suffering from: |                             |                              | % of children who are:               |   |                                       |
|                                   |                              |                               |                                      | Underweight moderate and severe           | Wasting moderate and severe | Stunting moderate and severe | Exclusively breastfed<br>(<6 months) | Breastfed with complementary food<br>(6-9 months) | Still breastfeeding<br>(20-23 months) |
|                                   |                              |                               |                                      |   |                             |                              |                                      |   |                                       |
|                                   | 2005-2010                    | 2005-2010                     | 1998-2005 <sup>3</sup>               | 1996-2005 <sup>3</sup>                    | 1996-2005 <sup>3</sup>      | 1996-2005 <sup>3</sup>       | 1996-2005 <sup>3</sup>               | 1996-2005 <sup>3</sup>                            | 1996-2005 <sup>3</sup>                |
| <b>Arab States</b>                |                              |                               |                                      |   |                             |                              |                                      |   |                                       |
| Algeria                           | 31                           | 33                            | 7                                    | 10  | 8                           | 19                           | 13                                   | 38  | 22                                    |
| Bahrain                           | 12                           | 15                            | 8                                    | 9   | 5                           | 10                           | 34                                   | 65  | 41                                    |
| Djibouti                          | 84                           | 125                           | 16                                   | 27  | 18                          | 23                           | ...                                  | ...   | ...                                   |
| Egypt                             | 30                           | 35                            | 12                                   | 6   | 4                           | 18                           | 38                                   | 67  | 37                                    |
| Iraq                              | 82                           | 105                           | 15                                   | 12  | 8                           | 23                           | 12                                   | 51  | 27                                    |
| Jordan                            | 20                           | 22                            | 12                                   | 4   | 2                           | 9                            | 27                                   | 70  | 12                                    |
| Kuwait                            | 10                           | 11                            | 7                                    | 10  | 11                          | 24                           | 12                                   | 26  | 9                                     |
| Lebanon                           | 19                           | 22                            | 6                                    | 4   | 5                           | 11                           | 27                                   | 35  | 11                                    |
| Libyan Arab Jamahiriya            | 17                           | 18                            | 7                                    | 5   | 3                           | 15                           | ...                                  | ...   | 23                                    |
| Mauritania                        | 88                           | 141                           | ...                                  | 32  | 13                          | 35                           | 20                                   | 78  | 57                                    |
| Morocco                           | 31                           | 37                            | 15                                   | 10  | 9                           | 18                           | 31                                   | 66  | 15                                    |
| Oman                              | 13                           | 15                            | 8                                    | 18  | 7                           | 10                           | ...                                  | 92  | 73                                    |
| Palestinian A. T.                 | 17                           | 20                            | 9                                    | 5   | 3                           | 10                           | 29                                   | 78  | 11                                    |
| Qatar                             | 10                           | 12                            | 10                                   | 6   | 2                           | 8                            | 12                                   | 48  | 21                                    |
| Saudi Arabia                      | 19                           | 21                            | 11                                   | 14  | 11                          | 20                           | 31                                   | 60  | 30                                    |
| Sudan                             | 65                           | 107                           | 31                                   | 41  | 16                          | 43                           | 16                                   | 47  | 40                                    |
| Syrian Arab Republic              | 16                           | 18                            | 6                                    | 7   | 4                           | 18                           | 81                                   | 50  | 6                                     |
| Tunisia                           | 19                           | 21                            | 7                                    | 4   | 2                           | 12                           | 47                                   | ...   | 22                                    |
| United Arab Emirates              | 8                            | 9                             | 15                                   | 14  | 15                          | 17                           | 34                                   | 52  | 29                                    |
| Yemen                             | 59                           | 79                            | 32                                   | 46  | 12                          | 53                           | 12                                   | 76  | ...                                   |
| <b>Central and Eastern Europe</b> |                              |                               |                                      |   |                             |                              |                                      |   |                                       |
| Albania                           | 22                           | 30                            | 5                                    | 14  | 11                          | 34                           | 6                                    | 24  | 6                                     |
| Belarus                           | 14                           | 17                            | 5                                    | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Bosnia and Herzegovina            | 12                           | 14                            | 4                                    | 4   | 6                           | 10                           | 6                                    | ...   | ...                                   |
| Bulgaria                          | 12                           | 15                            | 10                                   | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Croatia                           | 6                            | 8                             | 6                                    | 1   | 1                           | 1                            | 23                                   | ...   | ...                                   |
| Czech Republic                    | 5                            | 6                             | 7                                    | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Estonia                           | 9                            | 11                            | 4                                    | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Hungary                           | 8                            | 10                            | 9                                    | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Latvia                            | 9                            | 13                            | 5                                    | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Lithuania                         | 8                            | 11                            | 4                                    | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Poland                            | 8                            | 10                            | 6                                    | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Republic of Moldova               | 23                           | 28                            | 5                                    | 4   | 4                           | 8                            | 46                                   | 66  | 2                                     |
| Romania                           | 16                           | 20                            | 8                                    | 3   | 2                           | 10                           | 16                                   | 41  | ...                                   |
| Russian Federation                | 16                           | 21                            | 6                                    | 3   | 4                           | 13                           | ...                                  | ...   | ...                                   |
| Serbia and Montenegro             | 12                           | 14                            | 4                                    | 2   | 4                           | 5                            | 11                                   | 33  | 11                                    |
| Slovakia                          | 7                            | 9                             | 7                                    | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Slovenia                          | 5                            | 7                             | 6                                    | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| TFYR Macedonia                    | 14                           | 16                            | 6                                    | 6   | 4                           | 7                            | 37                                   | 8   | 10                                    |
| Turkey                            | 36                           | 42                            | 16                                   | 4   | 1                           | 12                           | 21                                   | 38  | 24                                    |
| Ukraine                           | 14                           | 16                            | 5                                    | 1   | 0                           | 3                            | 22                                   | ...   | ...                                   |
| <b>Central Asia</b>               |                              |                               |                                      |   |                             |                              |                                      |   |                                       |
| Armenia                           | 29                           | 34                            | 7                                    | 4   | 5                           | 13                           | 33                                   | 57  | 15                                    |
| Azerbaijan                        | 72                           | 86                            | 12                                   | 7   | 2                           | 13                           | 7                                    | 39  | 16                                    |
| Georgia                           | 39                           | 41                            | 7                                    | 3   | 2                           | 12                           | 18                                   | 12  | 12                                    |
| Kazakhstan                        | 59                           | 74                            | 8                                    | 4   | 2                           | 10                           | 36                                   | 73  | 17                                    |
| Kyrgyzstan                        | 52                           | 62                            | 7                                    | 11  | 3                           | 25                           | 24                                   | 77  | 21                                    |
| Mongolia                          | 51                           | 73                            | 7                                    | 7   | 3                           | 20                           | 51                                   | 55  | 57                                    |
| Tajikistan                        | 85                           | 110                           | 15                                   | ...                                       | 5                           | 36                           | 41                                   | 91  | 55                                    |
| Turkmenistan                      | 75                           | 95                            | 6                                    | 12  | 6                           | 22                           | 13                                   | 71  | 27                                    |
| Uzbekistan                        | 55                           | 66                            | 7                                    | 8   | 7                           | 21                           | 19                                   | 49  | 45                                    |
| <b>East Asia and the Pacific</b>  |                              |                               |                                      |   |                             |                              |                                      |   |                                       |
| Australia <sup>b</sup>            | 5                            | 6                             | 7                                    | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Brunei Darussalam                 | 6                            | 7                             | 10                                   | ...                                       | ...                         | ...                          | ...                                  | ...   | ...                                   |
| Cambodia                          | 87                           | 125                           | 11                                   | 45  | 15                          | 45                           | 12                                   | 72  | 59                                    |



Table 3A

| CHILD WELL-BEING <sup>2</sup>             |                              |        |         |             |             | PROVISION FOR UNDER-3s                 |   | WOMEN'S EMPLOYMENT AND MATERNITY LEAVE                                |   | Country or territory   |         |      |                        |
|---|------------------------------|--------|---------|-------------|-------------|--|---|---|---|------------------------|---------|------|------------------------|
| 1-year-old children immunized against (%) |                              |        |         |             |             | Official programmes targeting children | Youngest age group targeted in programmes | Female labour force participation rate, age 15 and above <sup>4</sup> | Duration of paid maternity leave <sup>5</sup> |                        |         |      |                        |
| Tuberculosis                              | Diphtheria Pertussis Tetanus | Polio  | Measles | Hepatitis B |             |  |   |   |   |                        |         |      |                        |
| Corresponding vaccines:                   |                              |        |         |             |             |  |   |   |   |                        |         |      |                        |
| BCG                                       | DPT3                         | Polio3 | Measles | HepB3       |             |  |   |   |   |                        |         |      |                        |
| 2005                                      | 2005                         | 2005   | 2005    | 2005        | under age 3 | (years)                                | (%)                                       | (weeks)   |   |                        |         |      |                        |
|   |                              |        |         |             |             |  |   |   |   | 2005                   | c. 2005 | 2003 | 2005-2007 <sup>3</sup> |
| Arab States                               |                              |        |         |             |             |  |   |   |   |                        |         |      |                        |
|   | 98                           | 88     | 88      | 83          | 83          | ...                                    | ...                                       | 34  | 14  | Algeria                |         |      |                        |
|   | ...                          | 98     | 98      | 99          | 98          | Yes                                    | 0-2                                       | 29  | ...   | Bahrain                |         |      |                        |
|   | 52                           | 71     | 71      | 65          | ...         | ...                                    | ...                                       | 53  | ...   | Djibouti               |         |      |                        |
|   | 98                           | 98     | 98      | 98          | 98          | Yes                                    | 2-3                                       | 21  | 13  | Egypt                  |         |      |                        |
|   | 93                           | 81     | 87      | 90          | 81          | ...                                    | ...                                       | 20  | ...   | Iraq                   |         |      |                        |
|   | 89                           | 95     | 95      | 95          | 95          | Yes                                    | 0-3                                       | 26  | ...   | Jordan                 |         |      |                        |
|   | ...                          | 99     | 99      | 99          | 99          | No                                     | .   | 45  | ...   | Kuwait                 |         |      |                        |
|   | ...                          | 92     | 92      | 96          | 88          | Yes                                    | 0-2                                       | 30  | ...   | Lebanon                |         |      |                        |
|   | 99                           | 98     | 98      | 97          | 97          | ...                                    | ...                                       | 28  | 12  | Libyan Arab Jamahiriya |         |      |                        |
|   | 87                           | 71     | 71      | 61          | 42          | ...                                    | ...                                       | 54  | 14  | Mauritania             |         |      |                        |
|   | 95                           | 98     | 98      | 97          | 96          | No                                     | .   | 27  | 14  | Morocco                |         |      |                        |
|   | 98                           | 99     | 99      | 98          | 99          | No                                     | .   | 20  | ...   | Oman                   |         |      |                        |
|   | 99                           | 99     | 99      | 99          | 99          | Yes                                    | 0-4                                       | ...   | ...   | Palestinian A. T.      |         |      |                        |
|   | 99                           | 97     | 98      | 99          | 97          | ...                                    | ...                                       | 36  | ...   | Qatar                  |         |      |                        |
|   | 96                           | 96     | 96      | 96          | 96          | ...                                    | ...                                       | 17  | 10  | Saudi Arabia           |         |      |                        |
|   | 57                           | 59     | 59      | 60          | 52          | Yes                                    | 0-6                                       | 23  | 0   | Sudan                  |         |      |                        |
|   | 99                           | 99     | 99      | 98          | 99          | Yes                                    | 0-2                                       | 37  | ...   | Syrian Arab Republic   |         |      |                        |
|   | ...                          | 98     | 98      | 96          | 97          | No                                     | .   | 27  | 4   | Tunisia                |         |      |                        |
|   | 98                           | 94     | 94      | 92          | 92          | No                                     | .   | 36  | ...   | United Arab Emirates   |         |      |                        |
|   | 66                           | 86     | 87      | 76          | 86          | No                                     | .   | 29  | 0   | Yemen                  |         |      |                        |
| Central and Eastern Europe                |                              |        |         |             |             |  |   |   |   |                        |         |      |                        |
|   | 98                           | 98     | 97      | 97          | 98          | No                                     | .   | 50  | 52  | Albania                |         |      |                        |
|   | 99                           | 99     | 98      | 99          | 99          | ...                                    | ...                                       | 53  | 18  | Belarus                |         |      |                        |
|   | 95                           | 93     | 95      | 90          | 93          | Yes                                    | 0-3                                       | 55  | ...   | Bosnia and Herzegovina |         |      |                        |
|   | 98                           | 96     | 97      | 96          | 96          | No                                     | .   | 45  | 19  | Bulgaria               |         |      |                        |
|   | 98                           | 96     | 96      | 96          | 99          | ...                                    | ...                                       | 45  | 58  | Croatia                |         |      |                        |
|   | 99                           | 97     | 96      | 97          | 99          | No                                     | .   | 51  | 28  | Czech Republic         |         |      |                        |
|   | 99                           | 96     | 96      | 96          | 95          | Yes                                    | 1-6                                       | 53  | 20  | Estonia                |         |      |                        |
|   | 99                           | 99     | 99      | 99          | ...         | Yes                                    | 0-2                                       | 43  | 24  | Hungary                |         |      |                        |
|   | 99                           | 99     | 99      | 95          | 98          | No                                     | .   | 51  | 16  | Latvia                 |         |      |                        |
|   | 99                           | 94     | 93      | 97          | 95          | No                                     | .   | 53  | 18  | Lithuania              |         |      |                        |
|   | 94                           | 99     | 99      | 98          | 98          | ...                                    | ...                                       | 48  | 16  | Poland                 |         |      |                        |
|   | 97                           | 98     | 98      | 97          | 99          | ...                                    | ...                                       | 57  | 18  | Republic of Moldova    |         |      |                        |
|   | 98                           | 97     | 97      | 97          | 98          | No                                     | .   | 49  | 17  | Romania                |         |      |                        |
|   | 97                           | 98     | 98      | 99          | 97          | ...                                    | ...                                       | 54  | 20  | Russian Federation     |         |      |                        |
|   | 98                           | 98     | 98      | 96          | 65          | ...                                    | ...                                       | 47  | 52  | Serbia and Montenegro  |         |      |                        |
|   | 98                           | 99     | 99      | 98          | 99          | ...                                    | ...                                       | 53  | 28  | Slovakia               |         |      |                        |
|   | ...                          | 96     | 96      | 94          | ...         | Yes                                    | 1-3                                       | 50  | 15  | Slovenia               |         |      |                        |
|   | 99                           | 98     | 98      | 96          | 96          | No                                     | .   | 43  | ...   | TFYR Macedonia         |         |      |                        |
|   | 89                           | 90     | 90      | 91          | 85          | Yes                                    | 0-2                                       | 27  | 12  | Turkey                 |         |      |                        |
|   | 96                           | 96     | 95      | 96          | 97          | Yes                                    | 0-3                                       | 51  | 18  | Ukraine                |         |      |                        |
| Central Asia                              |                              |        |         |             |             |  |   |   |   |                        |         |      |                        |
|   | 94                           | 90     | 92      | 94          | 91          | Yes                                    | 2   | 50  | 16  | Armenia                |         |      |                        |
|   | 98                           | 93     | 97      | 98          | 96          | Yes                                    | 0-2                                       | 60  | 18  | Azerbaijan             |         |      |                        |
|   | 95                           | 84     | 84      | 92          | 74          | Yes                                    | 0-2                                       | 57  | 8   | Georgia                |         |      |                        |
|   | 69                           | 98     | 99      | 99          | 94          | Yes                                    | 1-6                                       | 64  | 18  | Kazakhstan             |         |      |                        |
|   | 96                           | 98     | 98      | 99          | 97          | Yes                                    | 1-3                                       | 55  | 18  | Kyrgyzstan             |         |      |                        |
|   | 99                           | 99     | 99      | 99          | 98          | Yes                                    | 2-3                                       | 54  | ...   | Mongolia               |         |      |                        |
|   | 98                           | 81     | 84      | 84          | 81          | No                                     | .   | 49  | ...   | Tajikistan             |         |      |                        |
|   | 99                           | 99     | 99      | 99          | 99          | Yes                                    | 0-2                                       | 61  | 16  | Turkmenistan           |         |      |                        |
|   | 93                           | 99     | 99      | 99          | 99          | Yes                                    | 2-3                                       | 56  | 18  | Uzbekistan             |         |      |                        |
| East Asia and the Pacific                 |                              |        |         |             |             |  |   |   |   |                        |         |      |                        |
|   | ...                          | 92     | 92      | 94          | 94          | Yes                                    | 1-4                                       | 55  | 52  | Australia <sup>6</sup> |         |      |                        |
|   | 96                           | 99     | 99      | 97          | 99          | ...                                    | ...                                       | 44  | ...   | Brunei Darussalam      |         |      |                        |
|   | 87                           | 82     | 82      | 79          | ...         | Yes                                    | 0-6                                       | 74  | ...   | Cambodia               |         |      |                        |

Table 3A (continued)

| Country or territory             | CHILD SURVIVAL <sup>1</sup> |                        | CHILD WELL-BEING <sup>2</sup> |   |                             |                              |                        |                                   |                        |
|----------------------------------|-----------------------------|------------------------|-------------------------------|---|-----------------------------|------------------------------|------------------------|-----------------------------------|------------------------|
|                                  | Infant mortality rate       | Under-5 mortality rate | Infants with low birth weight | % of children under age 5 suffering from: |                             |                              | % of children who are: |                                   |                        |
|                                  |                             |                        |                               | Underweight moderate and severe           | Wasting moderate and severe | Stunting moderate and severe | Exclusively breastfed  | Breastfed with complementary food | Still breastfeeding    |
|                                  | (‰)                         | (‰)                    |                               |   |                             |                              |                        |                                   |                        |
|                                  | 2005-2010                   | 2005-2010              | 1998-2005 <sup>3</sup>        | 1996-2005 <sup>3</sup>                    | 1996-2005 <sup>3</sup>      | 1996-2005 <sup>3</sup>       | <6 months              | (6-9 months)                      | (20-23 months)         |
|                                  |                             |                        | 1998-2005 <sup>3</sup>        | 1996-2005 <sup>3</sup>                    | 1996-2005 <sup>3</sup>      | 1996-2005 <sup>3</sup>       | 1996-2005 <sup>3</sup> | 1996-2005 <sup>3</sup>            | 1996-2005 <sup>3</sup> |
| China                            | 31                          | 36                     | 4                             | 8   | ...                         | 14                           | 51                     | 32                                | 15                     |
| Cook Islands                     | ...                         | ...                    | 3                             | ...                                       | ...                         | ...                          | 19                     | ...                               | ...                    |
| DPR Korea                        | 41                          | 53                     | 7                             | 23  | 7                           | 37                           | 65                     | 31                                | 37                     |
| Fiji                             | 20                          | 24                     | 10                            | ...                                       | ...                         | ...                          | 47                     | ...                               | ...                    |
| Indonesia                        | 34                          | 41                     | 9                             | 28  | ...                         | ...                          | 40                     | 75                                | 59                     |
| Japan                            | 3                           | 4                      | 8                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Kiribati                         | ...                         | ...                    | 5                             | ...                                       | ...                         | ...                          | 80                     | ...                               | ...                    |
| Lao People's Democratic Republic | 80                          | 126                    | 14                            | 40  | 15                          | 42                           | 23                     | 10                                | 47                     |
| Macao, China                     | 7                           | 8                      | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Malaysia                         | 9                           | 11                     | 9                             | 11  | ...                         | ...                          | 29                     | ...                               | 12                     |
| Marshall Islands                 | ...                         | ...                    | 12                            | ...                                       | ...                         | ...                          | 63                     | ...                               | ...                    |
| Micronesia (Federated States of) | 34                          | 42                     | 18                            | ...                                       | ...                         | ...                          | 60                     | ...                               | ...                    |
| Myanmar                          | 66                          | 98                     | 15                            | 32  | 9                           | 32                           | 15                     | 66                                | 67                     |
| Nauru                            | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| New Zealand                      | 5                           | 6                      | 6                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Niue                             | ...                         | ...                    | 0                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Palau                            | ...                         | ...                    | 9                             | ...                                       | ...                         | ...                          | 59                     | ...                               | ...                    |
| Papua New Guinea                 | 64                          | 87                     | 11                            | ...                                       | ...                         | ...                          | 59                     | 74                                | 66                     |
| Philippines                      | 23                          | 28                     | 20                            | 28  | 6                           | 30                           | 34                     | 58                                | 32                     |
| Republic of Korea                | 4                           | 5                      | 4                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Samoa                            | 22                          | 27                     | 4                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Singapore                        | 3                           | 4                      | 8                             | 3   | 2                           | 2                            | ...                    | ...                               | ...                    |
| Solomon Islands <sup>7</sup>     | 31                          | 52                     | 13                            | ...                                       | ...                         | ...                          | 65                     | ...                               | ...                    |
| Thailand                         | 17                          | 21                     | 9                             | 18  | 5                           | 13                           | 4                      | 71                                | 27                     |
| Timor-Leste                      | 81                          | 114                    | 12                            | 46  | 12                          | 49                           | 31                     | 82                                | 35                     |
| Tokelau                          | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Tonga                            | 19                          | 22                     | 0                             | ...                                       | ...                         | ...                          | 62                     | ...                               | ...                    |
| Tuvalu                           | ...                         | ...                    | 5                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Vanuatu                          | 28                          | 34                     | 6                             | ...                                       | ...                         | ...                          | 50                     | ...                               | ...                    |
| Viet Nam                         | 25                          | 32                     | 9                             | 27  | 8                           | 31                           | 15                     | ...                               | 26                     |
| Latin America and the Caribbean  |                             |                        |                               |   |                             |                              |                        |                                   |                        |
| Anguilla                         | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Antigua and Barbuda              | ...                         | ...                    | 8                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Argentina                        | 13                          | 16                     | 8                             | 4   | 1                           | 4                            | ...                    | ...                               | ...                    |
| Aruba                            | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Bahamas                          | 11                          | 14                     | 7                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Barbados                         | 10                          | 11                     | 11                            | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Belize                           | 29                          | 39                     | 6                             | ...                                       | ...                         | ...                          | 24                     | 54                                | 23                     |
| Bermuda                          | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Bolivia                          | 46                          | 61                     | 7                             | 8   | 1                           | 27                           | 54                     | 74                                | 46                     |
| Brazil                           | 24                          | 30                     | 8                             | 6   | 2                           | 11                           | ...                    | 30                                | 17                     |
| British Virgin Islands           | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Cayman Islands                   | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Chile                            | 7                           | 9                      | 6                             | 1   | 0                           | 1                            | 63                     | 47                                | ...                    |
| Colombia                         | 22                          | 28                     | 9                             | 7   | 1                           | 12                           | 47                     | 65                                | 32                     |
| Costa Rica                       | 10                          | 11                     | 7                             | 5   | 2                           | 6                            | 35                     | 47                                | 12                     |
| Cuba                             | 5                           | 6                      | 5                             | 4   | 2                           | 5                            | 41                     | 42                                | 9                      |
| Dominica                         | ...                         | ...                    | 11                            | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Dominican Republic               | 30                          | 43                     | 11                            | 5   | 2                           | 9                            | 10                     | 41                                | 16                     |
| Ecuador                          | 21                          | 26                     | 16                            | 12  | ...                         | 26                           | 35                     | 70                                | 25                     |
| El Salvador                      | 22                          | 29                     | 7                             | 10  | 1                           | 19                           | 24                     | 76                                | 43                     |
| Grenada                          | ...                         | ...                    | 8                             | ...                                       | ...                         | ...                          | 39                     | ...                               | ...                    |
| Guatemala                        | 30                          | 42                     | 12                            | 23  | 2                           | 49                           | 51                     | 67                                | 47                     |
| Guyana                           | 43                          | 59                     | 13                            | 14  | 11                          | 11                           | 11                     | 42                                | 31                     |
| Haiti                            | 57                          | 100                    | 21                            | 17  | 5                           | 23                           | 24                     | 73                                | 30                     |
| Honduras                         | 28                          | 43                     | 14                            | 17  | 1                           | 29                           | 35                     | 61                                | 34                     |
| Jamaica                          | 14                          | 20                     | 10                            | 4   | 4                           | 3                            | ...                    | ...                               | ...                    |
| Mexico                           | 17                          | 20                     | 8                             | 8   | 2                           | 18                           | ...                    | ...                               | ...                    |
| Montserrat                       | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Netherlands Antilles             | 12                          | 13                     | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |

Table 3A

| CHILD WELL-BEING <sup>2</sup>             |                                    |        |         |             | PROVISION<br>FOR UNDER-3s                       |  | WOMEN'S EMPLOYMENT<br>AND MATERNITY LEAVE   |  | Country or territory             |
|---|------------------------------------|--------|---------|-------------|---|--|---|--|----------------------------------|
| 1-year-old children immunized against (%) |                                    |        |         |             | Official<br>programmes<br>targeting<br>children | Youngest<br>age group<br>targeted in<br>programmes | Female<br>labour force<br>participation<br>rate, age 15<br>and above <sup>4</sup> | Duration<br>of paid<br>maternity<br>leave <sup>5</sup> |                                  |
| Tuberculosis                              | Diphtheria<br>Pertussis<br>Tetanus | Polio  | Measles | Hepatitis B |   |  |   |  |                                  |
| Corresponding vaccines:                   |                                    |        |         |             |   |  |   |  |                                  |
| BCG                                       | DPT3                               | Polio3 | Measles | HepB3       | under age 3                                     | (years)  | (%)   | (weeks)  |                                  |
| 2005                                      | 2005                               | 2005   | 2005    | 2005        | 2005  | c. 2005  | 2003  | 2005-2007 <sup>3</sup>                                 |                                  |
| 86  | 87                                 | 87     | 86      | 84          | Yes   | 0-3  | 70  | 13   | China                            |
| 99  | 99                                 | 99     | 99      | 99          | ...   | ...  | ...   | ...  | Cook Islands                     |
| 94  | 79                                 | 97     | 96      | 92          | Yes   | 0-3  | 51  | ...  | DPR Korea                        |
| 90  | 75                                 | 80     | 70      | 75          | No  | .  | 50  | ...  | Fiji                             |
| 82  | 70                                 | 70     | 72      | 70          | Yes   | 0-6  | 51  | 0  | Indonesia                        |
| ...                                       | 99                                 | 97     | 99      | ...         | Yes   | 0-6  | 49  | 14   | Japan                            |
| 94  | 62                                 | 61     | 56      | 67          | No  | .  | ...   | ...  | Kiribati                         |
| 65  | 49                                 | 50     | 41      | 49          | Yes   | 0-2  | 54  | 12   | Lao People's Democratic Republic |
| ...                                       | ...                                | ...    | ...     | ...         | No  | .  | 54  | ...  | Macao, China                     |
| 99  | 90                                 | 90     | 90      | 90          | Yes   | 0-3  | 45  | 0  | Malaysia                         |
| 93  | 77                                 | 88     | 86      | 89          | ...   | ...  | ...   | 0  | Marshall Islands                 |
| 70  | 94                                 | 94     | 96      | 91          | ...   | ...  | ...   | ...  | Micronesia (Federated States of) |
| 76  | 73                                 | 73     | 72      | 62          | ...   | ...  | 68  | 12   | Myanmar                          |
| 90  | 80                                 | 80     | 80      | 80          | ...   | ...  | ...   | ...  | Nauru                            |
| ...                                       | 89                                 | 89     | 82      | 87          | Yes   | 0-5  | 59  | 14   | New Zealand                      |
| 97  | 85                                 | 86     | 99      | 86          | ...   | ...  | ...   | ...  | Niue                             |
| ...                                       | 98                                 | 98     | 98      | 98          | ...   | ...  | ...   | ...  | Palau                            |
| 73  | 61                                 | 50     | 60      | 63          | No  | .  | 72  | ...  | Papua New Guinea                 |
| 91  | 79                                 | 80     | 80      | 44          | No  | .  | 52  | 9  | Philippines                      |
| 97  | 96                                 | 96     | 99      | 99          | Yes   | 0-5  | 49  | 12   | Republic of Korea                |
| 86  | 64                                 | 73     | 57      | 60          | ...   | ...  | 40  | ...  | Samoa                            |
| 98  | 96                                 | 96     | 96      | 96          | Yes   | 2-6  | 50  | 12   | Singapore                        |
| 84  | 80                                 | 75     | 72      | 72          | No  | .  | 55  | 0  | Solomon Islands <sup>7</sup>     |
| 91  | 90                                 | 91     | 91      | 90          | Yes   | 0-5  | 65  | 13   | Thailand                         |
| 99  | 97                                 | 98     | 96      | 53          | ...   | ...  | 54  | ...  | Timor-Leste                      |
| 96  | 82                                 | 80     | 70      | ...         | ...   | ...  | ...   | ...  | Tokelau                          |
| 99  | 99                                 | 99     | 99      | 99          | ...   | ...  | 46  | ...  | Tonga                            |
| 99  | 93                                 | 99     | 62      | 79          | ...   | ...  | ...   | ...  | Tuvalu                           |
| 65  | 66                                 | 56     | 70      | 56          | ...   | ...  | 79  | 12   | Vanuatu                          |
| 95  | 95                                 | 94     | 95      | 94          | Yes   | 0-2  | 72  | 17   | Viet Nam                         |
| Latin America and the Caribbean           |                                    |        |         |             |   |  |   |  |                                  |
| ...                                       | ...                                | ...    | ...     | ...         | ...   | ...  | ...   | ...  | Anguilla                         |
| ...                                       | 99                                 | 98     | 99      | 99          | ...   | ...  | ...   | 13   | Antigua and Barbuda              |
| 99  | 92                                 | 92     | 99      | 87          | Yes   | 0-5  | 52  | 13   | Argentina                        |
| ...                                       | ...                                | ...    | ...     | ...         | ...   | ...  | ...   | ...  | Aruba                            |
| ...                                       | 93                                 | 93     | 85      | 93          | ...   | ...  | 64  | 13   | Bahamas                          |
| ...                                       | 92                                 | 91     | 93      | 92          | Yes   | 0-2  | 65  | 12   | Barbados                         |
| 96  | 96                                 | 96     | 95      | 97          | ...   | ...  | 42  | 14   | Belize                           |
| ...                                       | ...                                | ...    | ...     | ...         | ...   | ...  | ...   | 4  | Bermuda                          |
| 93  | 81                                 | 79     | 64      | 81          | Yes   | 0-4  | 63  | 13   | Bolivia                          |
| 99  | 96                                 | 98     | 99      | 92          | Yes   | 0-3  | 57  | 17   | Brazil                           |
| ...                                       | ...                                | ...    | ...     | ...         | Yes   | 0-3  | 54  | 13   | British Virgin Islands           |
| ...                                       | ...                                | ...    | ...     | ...         | ...   | ...  | ...   | ...  | Cayman Islands                   |
| 95  | 91                                 | 92     | 90      | ...         | Yes   | 0-2  | 37  | 18   | Chile                            |
| 87  | 87                                 | 87     | 89      | 87          | Yes   | 0-5  | 60  | 12   | Colombia                         |
| 88  | 91                                 | 91     | 89      | 90          | Yes   | 0-3  | 42  | 17   | Costa Rica                       |
| 99  | 99                                 | 99     | 98      | 99          | Yes   | 1-6  | 43  | 18   | Cuba                             |
| 98  | 98                                 | 98     | 98      | ...         | ...   | ...  | ...   | 12   | Dominica                         |
| 99  | 77                                 | 73     | 99      | 77          | ...   | ...  | 44  | 12   | Dominican Republic               |
| 99  | 94                                 | 93     | 93      | 94          | Yes   | 0-4  | 54  | 12   | Ecuador                          |
| 84  | 89                                 | 89     | 99      | 89          | Yes   | 0-3  | 47  | 12   | El Salvador                      |
| ...                                       | 99                                 | 99     | 99      | 99          | Yes   | 0-2  | ...   | 12   | Grenada                          |
| 96  | 81                                 | 81     | 77      | 27          | Yes   | 0-6  | 33  | 12   | Guatemala                        |
| 96  | 93                                 | 93     | 92      | 93          | No  | .  | 43  | 13   | Guyana                           |
| 71  | 43                                 | 43     | 54      | ...         | Yes   | 0-3  | 55  | ...  | Haiti                            |
| 91  | 91                                 | 91     | 92      | 91          | Yes   | 0-3  | 44  | 12   | Honduras                         |
| 95  | 88                                 | 83     | 84      | 87          | No  | .  | 57  | 8  | Jamaica                          |
| 99  | 98                                 | 98     | 96      | 98          | Yes   | 0-3  | 39  | 12   | Mexico                           |
| ...                                       | ...                                | ...    | ...     | ...         | ...   | ...  | ...   | ...  | Montserrat                       |
| ...                                       | ...                                | ...    | ...     | ...         | ...   | ...  | 50  | ...  | Netherlands Antilles             |

Table 3A (continued)

| Country or territory             | CHILD SURVIVAL <sup>1</sup> |                        | CHILD WELL-BEING <sup>2</sup> |   |                             |                              |                        |                                   |                        |
|----------------------------------|-----------------------------|------------------------|-------------------------------|---|-----------------------------|------------------------------|------------------------|-----------------------------------|------------------------|
|                                  | Infant mortality rate       | Under-5 mortality rate | Infants with low birth weight | % of children under age 5 suffering from: |                             |                              | % of children who are: |                                   |                        |
|                                  |                             |                        |                               | Underweight moderate and severe           | Wasting moderate and severe | Stunting moderate and severe | Exclusively breastfed  | Breastfed with complementary food | Still breastfeeding    |
|                                  | (‰)                         | (‰)                    |                               |   |                             |                              |                        |                                   |                        |
|                                  | 2005-2010                   | 2005-2010              | 1998-2005 <sup>3</sup>        | 1996-2005 <sup>3</sup>                    | 1996-2005 <sup>3</sup>      | 1996-2005 <sup>3</sup>       | <6 months              | (6-9 months)                      | (20-23 months)         |
|                                  |                             |                        |                               |   |                             |                              | 1996-2005 <sup>3</sup> | 1996-2005 <sup>3</sup>            | 1996-2005 <sup>3</sup> |
| Nicaragua                        | 26                          | 35                     | 12                            | 10  | 2                           | 20                           | 31                     | 68                                | 39                     |
| Panama                           | 18                          | 24                     | 10                            | 8   | 1                           | 18                           | 25                     | 38                                | 21                     |
| Paraguay                         | 34                          | 41                     | 9                             | 5   | 1                           | 14                           | 22                     | 60                                | ...                    |
| Peru                             | 29                          | 45                     | 11                            | 8   | 1                           | 24                           | 64                     | 81                                | 41                     |
| Saint Kitts and Nevis            | ...                         | ...                    | 9                             | ...                                       | ...                         | ...                          | 56                     | ...                               | ...                    |
| Saint Lucia                      | 14                          | 18                     | 10                            | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Saint Vincent and the Grenadines | 22                          | 26                     | 10                            | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Suriname                         | 22                          | 27                     | 13                            | 13  | 7                           | 10                           | 9                      | 25                                | 11                     |
| Trinidad and Tobago              | 13                          | 18                     | 23                            | 6   | 4                           | 4                            | 2                      | 19                                | 10                     |
| Turks and Caicos Islands         | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Uruguay                          | 12                          | 14                     | 8                             | 5   | 1                           | 8                            | ...                    | ...                               | ...                    |
| Venezuela                        | 16                          | 26                     | 9                             | 5   | 4                           | 13                           | 7                      | 50                                | 31                     |
| North America and Western Europe |                             |                        |                               |   |                             |                              |                        |                                   |                        |
| Andorra                          | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Austria                          | 4                           | 5                      | 7                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Belgium                          | 4                           | 6                      | 8                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Canada                           | 5                           | 6                      | 6                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Cyprus                           | 6                           | 7                      | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Denmark                          | 5                           | 6                      | 5                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Finland                          | 4                           | 5                      | 4                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| France                           | 4                           | 5                      | 7                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Germany                          | 4                           | 5                      | 7                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Greece                           | 6                           | 7                      | 8                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Iceland                          | 3                           | 4                      | 4                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Ireland                          | 5                           | 6                      | 6                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Israel                           | 5                           | 6                      | 8                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Italy                            | 5                           | 6                      | 6                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Luxembourg                       | 5                           | 6                      | 8                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Malta                            | 7                           | 8                      | 6                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Monaco                           | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Netherlands                      | 4                           | 6                      | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Norway                           | 3                           | 4                      | 5                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Portugal                         | 5                           | 7                      | 8                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| San Marino                       | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Spain                            | 4                           | 6                      | 6                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Sweden                           | 3                           | 4                      | 4                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Switzerland                      | 4                           | 5                      | 6                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| United Kingdom                   | 5                           | 6                      | 8                             | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| United States <sup>7</sup>       | 6                           | 8                      | 8                             | 2   | 6                           | 1                            | ...                    | ...                               | ...                    |
| South and West Asia              |                             |                        |                               |   |                             |                              |                        |                                   |                        |
| Afghanistan                      | 142                         | 237                    | ...                           | 39  | 7                           | 54                           | ...                    | 29                                | 54                     |
| Bangladesh                       | 50                          | 65                     | 36                            | 48  | 13                          | 43                           | 36                     | 69                                | 90                     |
| Bhutan                           | 48                          | 70                     | 15                            | 19  | 3                           | 40                           | ...                    | ...                               | ...                    |
| India                            | 60                          | 86                     | 30                            | 47  | 16                          | 46                           | 37                     | 44                                | 66                     |
| Iran, Islamic Republic of        | 27                          | 32                     | 7                             | 11  | 5                           | 15                           | 44                     | ...                               | 0                      |
| Maldives                         | 34                          | 42                     | 22                            | 30  | 13                          | 25                           | 10                     | 85                                | ...                    |
| Nepal                            | 55                          | 73                     | 21                            | 48  | 10                          | 51                           | 68                     | 66                                | 92                     |
| Pakistan                         | 71                          | 100                    | 19                            | 38  | 13                          | 37                           | 16                     | 31                                | 56                     |
| Sri Lanka                        | 14                          | 16                     | 22                            | 29  | 14                          | 14                           | 53                     | ...                               | 73                     |
| Sub-Saharan Africa               |                             |                        |                               |   |                             |                              |                        |                                   |                        |
| Angola                           | 130                         | 230                    | 12                            | 31  | 6                           | 45                           | 11                     | 77                                | 37                     |
| Benin                            | 98                          | 147                    | 16                            | 23  | 8                           | 31                           | 38                     | 66                                | 62                     |
| Botswana                         | 43                          | 98                     | 10                            | 13  | 5                           | 23                           | 34                     | 57                                | 11                     |
| Burkina Faso                     | 116                         | 186                    | 19                            | 38  | 19                          | 39                           | 19                     | 38                                | 81                     |
| Burundi                          | 99                          | 173                    | 16                            | 45  | 8                           | 57                           | 62                     | 46                                | 85                     |
| Cameroon                         | 91                          | 156                    | 13                            | 18  | 5                           | 32                           | 24                     | 79                                | 29                     |
| Cape Verde                       | 25                          | 29                     | 13                            | ...                                       | ...                         | ...                          | 57                     | 64                                | 13                     |
| Central African Republic         | 93                          | 167                    | 14                            | 24  | 9                           | 39                           | 17                     | 77                                | 53                     |

Table 3A

| CHILD WELL-BEING <sup>2</sup>             |                              |        |         |             |     | PROVISION FOR UNDER-3s                 |   | WOMEN'S EMPLOYMENT AND MATERNITY LEAVE                                |   | Country or territory             |
|---|------------------------------|--------|---------|-------------|-----|--|---|---|---|----------------------------------|
| 1-year-old children immunized against (%) |                              |        |         |             |     | Official programmes targeting children | Youngest age group targeted in programmes | Female labour force participation rate, age 15 and above <sup>4</sup> | Duration of paid maternity leave <sup>5</sup> |                                  |
| Tuberculosis                              | Diphtheria Pertussis Tetanus | Polio  | Measles | Hepatitis B |     |  |   |   |   |                                  |
| Corresponding vaccines:                   |                              |        |         |             |     |  |   |   |   |                                  |
| BCG                                       | DPT3                         | Polio3 | Measles | HepB3       |     | under age 3                            | (years)                                   | (%)   | (weeks)                                       |                                  |
| 2005                                      | 2005                         | 2005   | 2005    | 2005        |     | 2005                                   | c. 2005                                   | 2003  | 2005-2007 <sup>3</sup>                        |                                  |
|   | ...                          | 86     | 87      | 96          | 86  | Yes                                    | 0-3                                       | 36  | 12  | Nicaragua                        |
|   | 99                           | 85     | 86      | 99          | 85  | Yes                                    | 2-4                                       | 47  | 14  | Panama                           |
|   | 78                           | 75     | 74      | 90          | 75  | Yes                                    | 0-4                                       | 64  | 9   | Paraguay                         |
|   | 93                           | 84     | 80      | 80          | 84  | Yes                                    | 0-5                                       | 58  | 13  | Peru                             |
|   | 99                           | 99     | 99      | 99          | 99  | ...                                    | ...                                       | ...   | 13  | Saint Kitts and Nevis            |
|   | 99                           | 95     | 95      | 94          | 95  | Yes                                    | 0-2                                       | 52  | 12  | Saint Lucia                      |
|   | 95                           | 99     | 93      | 97          | 99  | ...                                    | ...                                       | 52  | 13  | Saint Vincent and the Grenadines |
|   | ...                          | 83     | 84      | 91          | 83  | ...                                    | ...                                       | 35  | ...   | Suriname                         |
|   | 98                           | 95     | 97      | 93          | 95  | Yes                                    | 0-5                                       | 49  | 13  | Trinidad and Tobago              |
|   | ...                          | ...    | ...     | ...         | ... | Yes                                    | 2   | ...   | ...   | Turks and Caicos Islands         |
|   | 99                           | 96     | 96      | 95          | 96  | Yes                                    | 0-3                                       | 55  | 12  | Uruguay                          |
|   | 95                           | 87     | 81      | 76          | 88  | Yes                                    | 0-2                                       | 53  | 24  | Venezuela                        |
| North America and Western Europe          |                              |        |         |             |     |  |   |   |   |                                  |
|   | ...                          | 98     | 98      | 94          | 79  | Yes                                    | 0-3                                       | ...   | 16  | Andorra                          |
|   | ...                          | 86     | 86      | 75          | 86  | Yes                                    | 1-3                                       | 50  | 16  | Austria                          |
|   | ...                          | 97     | 97      | 88          | 78  | Yes                                    | 1-3                                       | 43  | 15  | Belgium                          |
|   | ...                          | 94     | 89      | 94          | ... | Yes                                    | 0-6                                       | 61  | 17  | Canada                           |
|   | ...                          | 98     | 98      | 86          | 88  | Yes                                    | 0-5                                       | 54  | 16  | Cyprus                           |
|   | ...                          | 93     | 93      | 95          | ... | Yes                                    | 0-2                                       | 60  | 18  | Denmark                          |
|   | 98                           | 97     | 97      | 97          | ... | Yes                                    | 0-6                                       | 57  | 18  | Finland                          |
|   | 84                           | 98     | 98      | 87          | 29  | Yes                                    | 0-3                                       | 48  | 16  | France                           |
|   | ...                          | 90     | 94      | 93          | 84  | Yes                                    | 0-2                                       | 50  | 14  | Germany                          |
|   | 88                           | 88     | 87      | 88          | 88  | Yes                                    | 0-3                                       | 41  | 17  | Greece                           |
|   | ...                          | 95     | 95      | 90          | ... | Yes                                    | 0-6                                       | 70  | 13  | Iceland                          |
|   | 93                           | 90     | 90      | 84          | ... | Yes                                    | 0-5                                       | 49  | 26  | Ireland                          |
|   | 61                           | 95     | 93      | 95          | 95  | Yes                                    | 0-4                                       | 49  | 12  | Israel                           |
|   | ...                          | 96     | 97      | 87          | 96  | Yes                                    | 0-2                                       | 37  | 21  | Italy                            |
|   | ...                          | 99     | 99      | 95          | 95  | No                                     | ...                                       | 44  | 16  | Luxembourg                       |
|   | ...                          | 92     | 94      | 86          | 78  | ...                                    | ...                                       | 30  | 14  | Malta                            |
|   | 90                           | 99     | 99      | 99          | 99  | ...                                    | ...                                       | ...   | 16  | Monaco                           |
|   | 94                           | 98     | 98      | 96          | ... | Yes                                    | 0-3                                       | 55  | 16  | Netherlands                      |
|   | ...                          | 91     | 91      | 90          | ... | Yes                                    | 0-5                                       | 62  | 9   | Norway                           |
|   | 89                           | 93     | 93      | 93          | 94  | Yes                                    | 0-3                                       | 55  | 17  | Portugal                         |
|   | ...                          | 95     | 95      | 94          | 95  | ...                                    | ...                                       | ...   | 72  | San Marino                       |
|   | ...                          | 96     | 96      | 97          | 96  | Yes                                    | 0-3                                       | 44  | 16  | Spain                            |
|   | 16                           | 99     | 99      | 94          | ... | Yes                                    | 1-6                                       | 60  | 15  | Sweden                           |
|   | ...                          | 93     | 95      | 82          | ... | Yes                                    | 0-5                                       | 59  | 16  | Switzerland                      |
|   | ...                          | 91     | 91      | 82          | ... | Yes                                    | 1-3                                       | 55  | 26  | United Kingdom                   |
|   | ...                          | 96     | 92      | 93          | 92  | Yes                                    | 0-4                                       | 59  | 12  | United States <sup>7</sup>       |
| South and West Asia                       |                              |        |         |             |     |  |   |   |   |                                  |
|   | 73                           | 76     | 76      | 64          | ... | ...                                    | ...                                       | 38  | 12  | Afghanistan                      |
|   | 99                           | 88     | 88      | 81          | 62  | No                                     | .   | 55  | 12  | Bangladesh                       |
|   | 99                           | 95     | 95      | 93          | 95  | No                                     | .   | 39  | ...   | Bhutan                           |
|   | 75                           | 59     | 58      | 58          | 8   | Yes                                    | 0-6                                       | 35  | 12  | India                            |
|   | 99                           | 95     | 95      | 94          | 94  | Yes                                    | 0-6                                       | 35  | 16  | Iran, Islamic Republic of        |
|   | 99                           | 98     | 98      | 97          | 98  | Yes                                    | 0-3                                       | 40  | ...   | Maldives                         |
|   | 87                           | 75     | 78      | 74          | 41  | No                                     | .   | 51  | 7   | Nepal                            |
|   | 82                           | 72     | 77      | 78          | 73  | Yes                                    | 0-6                                       | 32  | 12  | Pakistan                         |
|   | 99                           | 99     | 99      | 99          | 99  | ...                                    | ...                                       | 35  | 12  | Sri Lanka                        |
| Sub-Saharan Africa                        |                              |        |         |             |     |  |   |   |   |                                  |
|   | 61                           | 47     | 46      | 45          | ... | ...                                    | ...                                       | 74  | ...   | Angola                           |
|   | 99                           | 93     | 93      | 85          | 92  | Yes                                    | 2-5                                       | 54  | 14  | Benin                            |
|   | 99                           | 97     | 97      | 90          | 85  | Yes                                    | 0-4                                       | 48  | 12  | Botswana                         |
|   | 99                           | 96     | 94      | 84          | ... | ...                                    | ...                                       | 77  | 14  | Burkina Faso                     |
|   | 84                           | 74     | 64      | 75          | 74  | ...                                    | ...                                       | 91  | 12  | Burundi                          |
|   | 77                           | 80     | 79      | 68          | 79  | Yes                                    | 1-6                                       | 52  | 14  | Cameroon                         |
|   | 78                           | 73     | 72      | 65          | 69  | ...                                    | ...                                       | 34  | 6   | Cape Verde                       |
|   | 70                           | 40     | 40      | 35          | ... | Yes                                    | 2-5                                       | 71  | 14  | Central African Republic         |

Table 3A (continued)

| Country or territory         | CHILD SURVIVAL <sup>1</sup> |                        | CHILD WELL-BEING <sup>2</sup> |   |                             |                              |                        |                                   |                        |
|------------------------------|-----------------------------|------------------------|-------------------------------|---|-----------------------------|------------------------------|------------------------|-----------------------------------|------------------------|
|                              | Infant mortality rate       | Under-5 mortality rate | Infants with low birth weight | % of children under age 5 suffering from: |                             |                              | % of children who are: |                                   |                        |
|                              |                             |                        |                               | Underweight moderate and severe           | Wasting moderate and severe | Stunting moderate and severe | Exclusively breastfed  | Breastfed with complementary food | Still breastfeeding    |
|                              | (‰)                         | (‰)                    |                               |   |                             |                              |                        |                                   |                        |
|                              | 2005-2010                   | 2005-2010              | 1998-2005 <sup>3</sup>        | 1996-2005 <sup>3</sup>                    | 1996-2005 <sup>3</sup>      | 1996-2005 <sup>3</sup>       | <6 months)             | (6-9 months)                      | (20-23 months)         |
|                              |                             |                        | 1998-2005 <sup>3</sup>        | 1996-2005 <sup>3</sup>                    | 1996-2005 <sup>3</sup>      | 1996-2005 <sup>3</sup>       | 1996-2005 <sup>3</sup> | 1996-2005 <sup>3</sup>            | 1996-2005 <sup>3</sup> |
| Chad                         | 111                         | 195                    | 22                            | 37  | 14                          | 41                           | 2                      | 77                                | 65                     |
| Comoros                      | 48                          | 63                     | 25                            | 25  | 8                           | 44                           | 21                     | 34                                | 45                     |
| Congo                        | 68                          | 102                    | ...                           | 15  | 7                           | 26                           | 19                     | 78                                | 21                     |
| Côte d'Ivoire                | 114                         | 183                    | 17                            | 17  | 7                           | 21                           | 5                      | 73                                | 38                     |
| Democratic Rep. of the Congo | 112                         | 197                    | 12                            | 31  | 13                          | 38                           | 24                     | 79                                | 52                     |
| Equatorial Guinea            | 94                          | 170                    | 13                            | 19  | 7                           | 39                           | 24                     | ...                               | ...                    |
| Eritrea                      | 57                          | 81                     | 14                            | 40  | 13                          | 38                           | 52                     | 43                                | 62                     |
| Ethiopia                     | 91                          | 157                    | 15                            | 38  | 11                          | 47                           | 49                     | 54                                | 86                     |
| Gabon                        | 51                          | 88                     | 14                            | 12  | 3                           | 21                           | 6                      | 62                                | 9                      |
| Gambia                       | 68                          | 111                    | 17                            | 17  | 8                           | 19                           | 26                     | 37                                | 54                     |
| Ghana                        | 56                          | 91                     | 16                            | 22  | 7                           | 30                           | 53                     | 62                                | 67                     |
| Guinea                       | 97                          | 147                    | 16                            | 26  | 9                           | 35                           | 27                     | 41                                | 71                     |
| Guinea-Bissau                | 111                         | 194                    | 22                            | 25  | 10                          | 30                           | 37                     | 36                                | 67                     |
| Kenya                        | 63                          | 107                    | 10                            | 20  | 6                           | 30                           | 13                     | 84                                | 57                     |
| Lesotho                      | 59                          | 113                    | 13                            | 20  | 4                           | 38                           | 36                     | 79                                | 60                     |
| Liberia                      | 132                         | 209                    | ...                           | 26  | 6                           | 39                           | 35                     | 70                                | 45                     |
| Madagascar                   | 71                          | 118                    | 17                            | 42  | 13                          | 48                           | 67                     | 78                                | 64                     |
| Malawi                       | 103                         | 167                    | 16                            | 22  | 5                           | 48                           | 53                     | 78                                | 80                     |
| Mali                         | 126                         | 206                    | 23                            | 33  | 11                          | 38                           | 25                     | 32                                | 69                     |
| Mauritius                    | 14                          | 16                     | 14                            | 15  | 14                          | 10                           | 21                     | ...                               | ...                    |
| Mozambique                   | 91                          | 163                    | 15                            | 24  | 4                           | 41                           | 30                     | 80                                | 65                     |
| Namibia                      | 37                          | 71                     | 14                            | 24  | 9                           | 24                           | 19                     | 57                                | 37                     |
| Niger                        | 145                         | 248                    | 13                            | 40  | 14                          | 40                           | 1                      | 56                                | 61                     |
| Nigeria                      | 108                         | 189                    | 14                            | 29  | 9                           | 38                           | 17                     | 64                                | 34                     |
| Rwanda                       | 112                         | 191                    | 9                             | 23  | 4                           | 45                           | 90                     | 69                                | 77                     |
| Sao Tome and Principe        | 78                          | 104                    | 20                            | 13  | 4                           | 29                           | 56                     | 53                                | 42                     |
| Senegal                      | 77                          | 121                    | 18                            | 17  | 8                           | 16                           | 34                     | 61                                | 42                     |
| Seychelles                   | ...                         | ...                    | ...                           | ...                                       | ...                         | ...                          | ...                    | ...                               | ...                    |
| Sierra Leone                 | 160                         | 278                    | 23                            | 27  | 10                          | 34                           | 4                      | 51                                | 53                     |
| Somalia                      | 113                         | 187                    | ...                           | 26  | 17                          | 23                           | 9                      | 13                                | 8                      |
| South Africa                 | 39                          | 73                     | 15                            | 12  | 3                           | 25                           | 7                      | 46                                | ...                    |
| Swaziland                    | 64                          | 135                    | 9                             | 10  | 1                           | 30                           | 24                     | 60                                | 25                     |
| Togo                         | 87                          | 127                    | 18                            | 25  | 12                          | 22                           | 18                     | 65                                | 65                     |
| Uganda                       | 77                          | 128                    | 12                            | 23  | 4                           | 39                           | 63                     | 75                                | 50                     |
| United Republic of Tanzania  | 85                          | 110                    | 10                            | 22  | 3                           | 38                           | 41                     | 91                                | 55                     |
| Zambia                       | 88                          | 161                    | 12                            | 20  | 6                           | 50                           | 40                     | 87                                | 58                     |
| Zimbabwe                     | 59                          | 113                    | 11                            | 17  | 5                           | 26                           | 33                     | 90                                | 35                     |

|                                 | Weighted average |     | Weighted average |     |     |     | Weighted average |     |     |
|---------------------------------|------------------|-----|------------------|-----|-----|-----|------------------|-----|-----|
| World                           | 52               | 78  | 15               | 25  | 9   | 30  | 36               | 52  | 46  |
| Countries in transition         | 31               | 39  | 9                | 5   | 3   | 14  | 22               | 47  | 28  |
| Developed countries             | 6                | 7   | 7                | —   | —   | —   | —                | —   | —   |
| Developing countries            | 57               | 86  | 16               | 27  | 10  | 31  | 36               | 52  | 46  |
| Arab States                     | 42               | 55  | 15               | 16  | 8   | 24  | 30               | 59  | 24  |
| Central and Eastern Europe      | 21               | 25  | ...              | ... | ... | ... | ...              | ... | ... |
| Central Asia                    | 61               | 75  | ...              | ... | ... | ... | ...              | ... | ... |
| East Asia and the Pacific       | 30               | 37  | 7                | 15  | —   | 19  | 43               | 43  | 27  |
| East Asia                       | 30               | 37  | ...              | ... | ... | ... | ...              | ... | ... |
| Pacific                         | 31               | 43  | ...              | ... | ... | ... | ...              | ... | ... |
| Latin America and the Caribbean | 22               | 30  | 9                | 7   | 2   | 15  | —                | 49  | 26  |
| Caribbean                       | ...              | ... | ...              | ... | ... | ... | ...              | ... | ... |
| Latin America                   | 22               | 29  | ...              | ... | ... | ... | ...              | ... | ... |
| N. America/W. Europe            | 6                | 7   | ...              | ... | ... | ... | ...              | ... | ... |
| South and West Asia             | 62               | 89  | ...              | ... | ... | ... | ...              | ... | ... |
| Sub-Saharan Africa              | 96               | 163 | 14               | 28  | 9   | 37  | 30               | 67  | 55  |

1. United Nations Population Division statistics, 2004 revision, medium variant, UN Population Division (2005).

2. UNICEF (2006).

3. Data are for the most recent year available during the period specified.

4. Employed plus unemployed women as a share of the working age population, including women with a job but temporarily not at work (e.g. on maternity leave), home employment for the production of goods and services for own household consumption, and domestic and personal services produced by employing paid domestic staff. Data exclude women occupied solely in domestic duties in their own households (ILO, 2006a).



Table 3A

| CHILD WELL-BEING <sup>2</sup>             |                                    |        |         |             | PROVISION<br>FOR UNDER-3s                              |  | WOMEN'S EMPLOYMENT<br>AND MATERNITY LEAVE   |  | Country or territory         |
|---|------------------------------------|--------|---------|-------------|--|--|---|--|------------------------------|
| 1-year-old children immunized against (%) |                                    |        |         |             | Official<br>labour programmes<br>targeting<br>children | Youngest<br>age group<br>targeted in<br>programmes | Female<br>labour force<br>participation<br>rate, age 15<br>and above <sup>4</sup> | Duration<br>of paid<br>maternity<br>leave <sup>5</sup> |                              |
| Tuberculosis                              | Diphtheria<br>Pertussis<br>Tetanus | Polio  | Measles | Hepatitis B |  |  |   |  |                              |
| Corresponding vaccines:                   |                                    |        |         |             |  |  |   |  |                              |
| BCG                                       | DPT3                               | Polio3 | Measles | HepB3       | under age 3  | (years)  | (%)   | (weeks)  |                              |
| 2005                                      | 2005                               | 2005   | 2005    | 2005        | 2005   | c. 2005  | 2003  | 2005-2007 <sup>3</sup>                                 |                              |
| 40  | 20                                 | 36     | 23      | ...         | ...  | ...  | 65  | 14   | Chad                         |
| 90  | 80                                 | 85     | 80      | 80          | ...  | ...  | 58  | ...  | Comoros                      |
| ...                                       | 65                                 | 65     | 56      | ...         | ...  | ...  | 61  | 15   | Congo                        |
| ...                                       | 56                                 | 56     | 51      | 56          | ...  | ...  | 39  | 14   | Côte d'Ivoire                |
| 84  | 73                                 | 73     | 70      | ...         | ...  | ...  | 61  | 14   | Democratic Rep. of the Congo |
| 73  | 33                                 | 39     | 51      | ...         | ...  | ...  | 50  | 12   | Equatorial Guinea            |
| 91  | 83                                 | 83     | 84      | 83          | Yes  | 0-6  | 59  | ...  | Eritrea                      |
| 67  | 69                                 | 66     | 59      | ...         | No   | .  | 71  | 6  | Ethiopia                     |
| 89  | 38                                 | 31     | 55      | 55          | ...  | ...  | 61  | 14   | Gabon                        |
| 89  | 88                                 | 90     | 84      | 88          | ...  | ...  | 59  | ...  | Gambia                       |
| 99  | 84                                 | 85     | 83      | 84          | Yes  | 0-2  | 71  | 0  | Ghana                        |
| 90  | 69                                 | 70     | 59      | ...         | Yes  | 0-3  | 79  | ...  | Guinea                       |
| 80  | 80                                 | 80     | 80      | ...         | ...  | ...  | 62  | ...  | Guinea-Bissau                |
| 85  | 76                                 | 70     | 69      | 76          | ...  | ...  | 69  | 8  | Kenya                        |
| 96  | 83                                 | 80     | 85      | 83          | No   | .  | 47  | ...  | Lesotho                      |
| 82  | 87                                 | 77     | 94      | ...         | Yes  | 2-6  | 55  | ...  | Liberia                      |
| 72  | 61                                 | 63     | 59      | 61          | Yes  | 0-3  | 79  | 14   | Madagascar                   |
| ...                                       | 93                                 | 94     | 82      | 93          | ...  | ...  | 85  | 0  | Malawi                       |
| 82  | 85                                 | 84     | 86      | 85          | Yes  | 0-3  | 72  | 14   | Mali                         |
| 99  | 97                                 | 97     | 98      | 97          | Yes  | 0-2  | 41  | 12   | Mauritius                    |
| 87  | 72                                 | 70     | 77      | 72          | ...  | ...  | 85  | ...  | Mozambique                   |
| 95  | 86                                 | 86     | 73      | ...         | Yes  | 0-1  | 47  | ...  | Namibia                      |
| 93  | 89                                 | 89     | 83      | ...         | Yes  | 2-6  | 71  | 14   | Niger                        |
| 48  | 25                                 | 39     | 35      | ...         | Yes  | 0-3  | 46  | 12   | Nigeria                      |
| 91  | 95                                 | 95     | 89      | 95          | ...  | ...  | 81  | 8  | Rwanda                       |
| 98  | 97                                 | 97     | 88      | 96          | ...  | ...  | 30  | 9  | Sao Tome and Principe        |
| 92  | 84                                 | 84     | 74      | 84          | Yes  | 0-5  | 57  | 14   | Senegal                      |
| 99  | 99                                 | 99     | 99      | 99          | Yes  | 0-3  | ...   | 10   | Seychelles                   |
| ...                                       | 64                                 | 64     | 67      | ...         | No   | .  | 56  | 0  | Sierra Leone                 |
| 50  | 35                                 | 35     | 35      | ...         | ...  | ...  | 59  | ...  | Somalia                      |
| 97  | 94                                 | 94     | 82      | 94          | Yes  | 0-5  | 47  | 26   | South Africa                 |
| 84  | 71                                 | 71     | 60      | 71          | Yes  | 0-6  | 31  | ...  | Swaziland                    |
| 70  | 55                                 | 55     | 48      | ...         | ...  | ...  | 51  | 14   | Togo                         |
| 92  | 84                                 | 83     | 86      | 84          | ...  | ...  | 80  | ...  | Uganda                       |
| ...                                       | ...                                | ...    | ...     | ...         | ...  | ...  | 86  | 12   | United Republic of Tanzania  |
| 94  | 80                                 | 80     | 84      | 80          | Yes  | 0-6  | 66  | 0  | Zambia                       |
| 98  | ...                                | 90     | 85      | 90          | ...  | ...  | 63  | 13   | Zimbabwe                     |

| Weighted average |     |     |     |     | Median |    |                                 |
|------------------|-----|-----|-----|-----|--------|----|---------------------------------|
|                  |     |     |     |     |        |    |                                 |
| 83               | 78  | 78  | 77  | 55  | ...    | 52 | World                           |
| 93               | 95  | 95  | 96  | 92  | ...    | 56 | Countries in transition         |
| —                | 96  | 94  | 92  | 64  | ...    | 50 | Developed countries             |
| 83               | 75  | 76  | 75  | 54  | ...    | 52 | Developing countries            |
| 89               | 89  | 90  | 89  | 88  | ...    | 29 | Arab States                     |
| ...              | ... | ... | ... | ... | ...    | 51 | Central and Eastern Europe      |
| ...              | ... | ... | ... | ... | ...    | 56 | Central Asia                    |
| 87               | 84  | 84  | 84  | 78  | ...    | 54 | East Asia and the Pacific       |
| ...              | ... | ... | ... | ... | ...    | 56 | East Asia                       |
| ...              | ... | ... | ... | ... | ...    | 55 | Pacific                         |
| 96               | 91  | 91  | 92  | 85  | ...    | 52 | Latin America and the Caribbean |
| ...              | ... | ... | ... | ... | ...    | 52 | Caribbean                       |
| ...              | ... | ... | ... | ... | ...    | 47 | Latin America                   |
| ...              | ... | ... | ... | ... | ...    | 54 | N. America/W. Europe            |
| ...              | ... | ... | ... | ... | ...    | 38 | South and West Asia             |
| 76               | 66  | 68  | 65  | 37  | ...    | 61 | Sub-Saharan Africa              |

5. Refers to paid employment-protected leave duration for employed women around the time of childbirth.

6. Maternity leave duration refers to unpaid parental leave, as no specific maternity leave policy exists (except for special medical cases).

7. Maternity leave duration refers to unpaid maternity leave.

Sources: (Women's maternity leave status) US Social Security Administration (2005, 2006a, 2006b, 2007); OECD Family Database.

Table 3B  
Early childhood care and education (ECCE): education

| Country or territory       |                                     | Age group | ENROLMENT IN PRE-PRIMARY EDUCATION |     |                  |                 | Enrolment in private institutions as % of total enrolment |                 | GROSS ENROLMENT RATIO (GER) IN PRE-PRIMARY EDUCATION [%] |      |        |           |  |  |
|----------------------------|-------------------------------------|-----------|------------------------------------|-----|------------------|-----------------|---|-----------------|--|------|--------|-----------|--|--|
|                            |                                     |           | School year ending in              |     |                  |                 | School year ending in                                     |                 | School year ending in                                    |      |        |           |  |  |
|                            |                                     |           | 1999                               |     | 2005             |                 | 1999  |                 | 2005   |      | 1999   |           |  |  |
|                            |                                     |           | Total (000)                        | % F | Total (000)      | % F             |   |                 | Total  | Male | Female | GPI (F/M) |  |  |
|                            |                                     | 2005      |                                    |     |                  |                 |   |                 |  |      |        |           |  |  |
| Arab States                |                                     |           |                                    |     |                  |                 |   |                 |  |      |        |           |  |  |
| 1                          | Algeria                             | 4-5       | 36                                 | 49  | 71               | 48              | .   | —               | 3  | 3    | 3      | 1.00      |  |  |
| 2                          | Bahrain                             | 3-5       | 14                                 | 48  | 18               | 48              | 100   | 99              | 35   | 36   | 34     | 0.95      |  |  |
| 3                          | Djibouti                            | 4-5       | 0.2                                | 60  | 0.5              | 51              | 100   | 84              | 0.4  | 0.3  | 0.5    | 1.50      |  |  |
| 4                          | Egypt                               | 4-5       | 328                                | 48  | 542              | 48              | 54  | 31              | 11   | 11   | 10     | 0.95      |  |  |
| 5                          | Iraq                                | 4-5       | 68                                 | 48  | 93               | 49              | .   | .               | 5  | 5    | 5      | 0.98      |  |  |
| 6                          | Jordan                              | 4-5       | 74                                 | 46  | 92               | 47              | 100   | 95 <sup>2</sup> | 29   | 30   | 27     | 0.91      |  |  |
| 7                          | Kuwait                              | 4-5       | 57                                 | 49  | 65               | 50              | 24  | 37              | 79   | 78   | 80     | 1.02      |  |  |
| 8                          | Lebanon                             | 3-5       | 143                                | 48  | 151              | 48              | 78  | 77              | 67   | 68   | 66     | 0.97      |  |  |
| 9                          | Libyan Arab Jamahiriya              | 4-5       | 10                                 | 48  | 18               | 49              | .   | 15 <sup>1</sup> | 5  | 5    | 5      | 0.97      |  |  |
| 10                         | Mauritania                          | 3-5       | ...                                | ... | 5                | ...             | ...   | 78              | ...  | ...  | ...    | ...       |  |  |
| 11                         | Morocco                             | 4-5       | 805                                | 34  | 691              | 39              | 100   | 100             | 62   | 81   | 43     | 0.52      |  |  |
| 12                         | Oman                                | 4-5       | 7                                  | 45  | 10               | 47              | 100   | 100             | 6  | 6    | 6      | 0.88      |  |  |
| 13                         | Palestinian Autonomous Territories  | 4-5       | 77                                 | 48  | 73               | 48              | 100   | 100             | 40   | 41   | 39     | 0.96      |  |  |
| 14                         | Qatar                               | 3-5       | 8                                  | 48  | 14               | 48              | 100   | 94              | 25   | 26   | 25     | 0.97      |  |  |
| 15                         | Saudi Arabia                        | 3-5       | ...                                | ... | 188              | 48              | ...   | 45              | ...  | ...  | ...    | ...       |  |  |
| 16                         | Sudan                               | 4-5       | 366                                | ... | 498              | 49              | 90  | 71              | 20   | ...  | ...    | ...       |  |  |
| 17                         | Syrian Arab Republic                | 3-5       | 108                                | 46  | 150              | 47              | 67  | 74              | 8  | 9    | 8      | 0.90      |  |  |
| 18                         | Tunisia                             | 3-5       | 78                                 | 47  | 109 <sup>1</sup> | 48 <sup>1</sup> | 88  | ...             | 14   | 14   | 13     | 0.95      |  |  |
| 19                         | United Arab Emirates                | 4-5       | 64                                 | 48  | 83               | 48              | 68  | 75              | 63   | 64   | 62     | 0.97      |  |  |
| 20                         | Yemen                               | 3-5       | 12                                 | 45  | 18               | 45              | 37  | 49              | 0.7  | 0.8  | 0.6    | 0.86      |  |  |
| Central and Eastern Europe |                                     |           |                                    |     |                  |                 |   |                 |  |      |        |           |  |  |
| 21                         | Albania                             | 3-5       | 82                                 | 50  | 80 <sup>2</sup>  | 48 <sup>2</sup> | .   | 5 <sup>2</sup>  | 44   | 42   | 45     | 1.07      |  |  |
| 22                         | Belarus                             | 3-5       | 263                                | 47* | 269              | 48              | —   | 5               | 80   | 82*  | 77*    | 0.95*     |  |  |
| 23                         | Bosnia and Herzegovina              | 3-5       | ...                                | ... | ...              | ...             | ...   | ...             | ...  | ...  | ...    | ...       |  |  |
| 24                         | Bulgaria                            | 3-6       | 219                                | 48  | 203              | 48              | 0.1   | 0.3             | 69   | 69   | 68     | 0.99      |  |  |
| 25                         | Croatia                             | 3-6       | 81                                 | 48  | 87 <sup>1</sup>  | 48 <sup>1</sup> | 5   | 8 <sup>1</sup>  | 40   | 40   | 39     | 0.98      |  |  |
| 26                         | Czech Republic                      | 3-5       | 312                                | 50  | 288              | 48              | 2   | 1               | 94   | 91   | 97     | 1.06      |  |  |
| 27                         | Estonia                             | 3-6       | 55                                 | 48  | 53               | 49              | 0.7   | 2               | 90   | 90   | 89     | 0.99      |  |  |
| 28                         | Hungary                             | 3-6       | 376                                | 48  | 326              | 48              | 3   | 5               | 80   | 80   | 79     | 0.98      |  |  |
| 29                         | Latvia                              | 3-6       | 58                                 | 48  | 63               | 48              | 1   | 3               | 53   | 54   | 52     | 0.95      |  |  |
| 30                         | Lithuania                           | 3-6       | 94                                 | 48  | 87               | 48              | 0.3   | 0.1             | 51   | 51   | 50     | 0.97      |  |  |
| 31                         | Poland                              | 3-6       | 958                                | 49  | 832              | 49              | 3   | 8               | 50   | 50   | 50     | 1.01      |  |  |
| 32                         | Republic of Moldova <sup>1, 2</sup> | 3-6       | 103                                | 48  | 99               | 48              | ...   | 0.7             | 46   | 47   | 45     | 0.96      |  |  |
| 33                         | Romania                             | 3-6       | 625                                | 49  | 645              | 49              | 0.6   | 1               | 63   | 63   | 64     | 1.02      |  |  |
| 34                         | Russian Federation                  | 3-6       | 4 225                              | 47  | 4 423            | 47              | 7   | 1               | 67   | 69   | 65     | 0.94      |  |  |
| 35                         | Serbia and Montenegro <sup>1</sup>  | 3-6       | 166                                | 48  | ...              | ...             | .   | ...             | 44   | 44   | 44     | 0.99      |  |  |
| 36                         | Slovakia                            | 3-5       | 169                                | ... | 153              | 48              | 0.4   | 1               | 83   | ...  | ...    | ...       |  |  |
| 37                         | Slovenia                            | 3-5       | 59                                 | 46  | 42               | 48              | 1   | 1               | 75   | 79   | 72     | 0.91      |  |  |
| 38                         | TFYR Macedonia                      | 3-6       | 33                                 | 49  | 33               | 49              | .   | .               | 28   | 28   | 28     | 1.01      |  |  |
| 39                         | Turkey                              | 3-5       | 261                                | 47  | 435              | 48              | 6   | 4               | 6  | 6    | 6      | 0.94      |  |  |
| 40                         | Ukraine                             | 3-5       | 1 103                              | 48  | 996              | 48              | 0.04  | 3               | 48   | 49   | 48     | 0.98      |  |  |
| Central Asia               |                                     |           |                                    |     |                  |                 |   |                 |  |      |        |           |  |  |
| 41                         | Armenia                             | 3-6       | 57                                 | ... | 46               | 50              | —   | 1               | 26   | ...  | ...    | ...       |  |  |
| 42                         | Azerbaijan                          | 3-5       | 111                                | 46  | 108              | 48              | —   | 0.1             | 22   | 23   | 21     | 0.89      |  |  |
| 43                         | Georgia                             | 3-5       | 74                                 | 48  | 75               | 51              | 0.1   | —               | 38   | 37   | 38     | 1.01      |  |  |
| 44                         | Kazakhstan                          | 3-6       | 165                                | 48  | 288              | 48              | 10  | 5               | 15   | 16   | 15     | 0.95      |  |  |
| 45                         | Kyrgyzstan                          | 3-6       | 48                                 | 43  | 53               | 49              | 1   | 1               | 10   | 11   | 9      | 0.80      |  |  |
| 46                         | Mongolia                            | 3-6       | 74                                 | 54  | 83               | 52              | 4   | 1               | 25   | 23   | 28     | 1.21      |  |  |
| 47                         | Tajikistan                          | 3-6       | 56                                 | 42  | 62               | 47              | .   | .               | 8  | 9    | 7      | 0.76      |  |  |
| 48                         | Turkmenistan                        | 3-6       | ...                                | ... | ...              | ...             | ...   | ...             | ...  | ...  | ...    | ...       |  |  |
| 49                         | Uzbekistan                          | 3-6       | ...                                | ... | 615 <sup>2</sup> | 47 <sup>2</sup> | ...   | . <sup>2</sup>  | ...  | ...  | ...    | ...       |  |  |
| East Asia and the Pacific  |                                     |           |                                    |     |                  |                 |   |                 |  |      |        |           |  |  |
| 50                         | Australia                           | 4-4       | ...                                | ... | 263              | 49              | ...   | 66              | ...  | ...  | ...    | ...       |  |  |
| 51                         | Brunei Darussalam                   | 3-5       | 11                                 | 49  | 12               | 49              | 66  | 65              | 51   | 50   | 52     | 1.04      |  |  |
| 52                         | Cambodia                            | 3-5       | 58                                 | 50  | 95               | 51              | 22  | 24              | 6  | 6    | 6      | 1.03      |  |  |
| 53                         | China                               | 4-6       | 24 030                             | 46  | 21 790           | 45              | ...   | 31              | 38   | 39   | 37     | 0.97      |  |  |
| 54                         | Cook Islands <sup>1</sup>           | 4-4       | 0.4                                | 47  | 0.5 <sup>2</sup> | 50 <sup>2</sup> | 25  | 22 <sup>2</sup> | 86   | 87   | 85     | 0.98      |  |  |

Table 3B

| GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |                 |                 |                   |  | NET ENROLMENT RATIO (NER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |                  |                  |                   | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY AND OTHER<br>ECCE PROGRAMMES (%) |                 |                 |                   | NEW ENTRANTS TO THE FIRST<br>GRADE OF PRIMARY EDUCATION<br>WITH ECCE EXPERIENCE (%) |                   |                   |
|--|-----------------|-----------------|-------------------|--|--|------------------|------------------|-------------------|--|-----------------|-----------------|-------------------|---|-------------------|-------------------|
| School year ending in  |                 |                 |                   |  | School year ending in  |                  |                  |                   | School year ending in  |                 |                 |                   | School year ending in   |                   |                   |
| 2005   |                 |                 |                   |  | 2005   |                  |                  |                   | 2005   |                 |                 |                   | 2005  |                   |                   |
| Total  | Male            | Female          | GPI<br>(F/M)      |  | Total  | Male             | Female           | GPI<br>(F/M)      | Total  | Male            | Female          | GPI<br>(F/M)      | Total   | Male              | Female            |
| Arab States  |                 |                 |                   |  |  |                  |                  |                   |  |                 |                 |                   |   |                   |                   |
| 6  | 6               | 6               | 0.96              |  | 6  | 6                | 6                | 0.96              | ...  | ...             | ...             | ...               | 3   | 3                 | 3                 |
| 47   | 48              | 46              | 0.97              |  | 46   | 46               | 45               | 0.97              | 49   | 50              | 49              | 0.97              | 80  | 80                | 79                |
| 1  | 1               | 1               | 1.06              |  | 0.8  | 0.7              | 0.9              | 1.25              | 1  | 1               | 1               | 1.06              | ...   | ...               | ...               |
| 16   | 17              | 16              | 0.94              |  | 15   | 16               | 15               | 0.94              | 16   | 17              | 16              | 0.94              | ...   | ...               | ...               |
| 6  | 6               | 6               | 1.00              |  | 6  | 6                | 6                | 1.00              | 6  | 6               | 6               | 1.00              | ...   | ...               | ...               |
| 31   | 32              | 30              | 0.93              |  | 28   | 29               | 27               | 0.94              | 31   | 32              | 30              | 0.93              | 49 <sup>2</sup>   | ...               | ...               |
| 73   | 72              | 74              | 1.03              |  | 57   | 56               | 58               | 1.03              | 73   | 72              | 74              | 1.03              | 77  | 76                | 78                |
| 74   | 75              | 73              | 0.98              |  | 72   | 72               | 71               | 0.98              | 74   | 75              | 73              | 0.98              | 94  | 94                | 94                |
| 8  | 8               | 8               | 1.00              |  | 7  | 7                | 7                | 0.99              | ...  | ...             | ...             | ...               | ...   | ...               | ...               |
| 2  | ...             | ...             | ...               |  | ...  | ...              | ...              | ...               | ...  | ...             | ...             | ...               | 25 <sup>2</sup>   | 25 <sup>2</sup>   | 24 <sup>2</sup>   |
| 54   | 65              | 42              | 0.65              |  | 47   | 57               | 37               | 0.66              | 54   | 65              | 42              | 0.65              | ...   | ...               | ...               |
| 8  | 8               | 8               | 0.94              |  | 7  | 7                | 7                | 0.95              | 8  | 8               | 8               | 0.94              | ...   | ...               | ...               |
| 30   | 31              | 29              | 0.96              |  | 23   | 24               | 23               | 0.95              | 30   | 31              | 29              | 0.96              | ...   | ...               | ...               |
| 36   | 37              | 36              | 0.96              |  | 35   | 36               | 33               | 0.92              | 36   | 37              | 36              | 0.96              | ...   | ...               | ...               |
| 10   | 10              | 10              | 0.95              |  | 9  | 10               | 9                | 0.95              | 10   | 10              | 10              | 0.95              | ...   | ...               | ...               |
| 25   | 25              | 25              | 1.00              |  | 25   | 25               | 25               | 1.00              | 25   | 25              | 25              | 1.00              | 49 <sup>2</sup>   | 52 <sup>2</sup>   | 44 <sup>2</sup>   |
| 10   | 11              | 10              | 0.91              |  | 10   | 11               | 10               | 0.91              | 10   | 11              | 10              | 0.91              | 12  | 12                | 12                |
| 22 <sup>y</sup>  | 22 <sup>y</sup> | 22 <sup>y</sup> | 0.99 <sup>y</sup> |  | 22 <sup>y</sup>  | 22 <sup>y</sup>  | 22 <sup>y</sup>  | 0.99              | 22 <sup>y</sup>  | 22 <sup>y</sup> | 22 <sup>y</sup> | 0.99 <sup>y</sup> | ...   | ...               | ...               |
| 64   | 65              | 64              | 0.98              |  | 46   | 46               | 45               | 0.98              | 64   | 65              | 64              | 0.98              | 79  | 79                | 79                |
| 0.9  | 1               | 0.8             | 0.85              |  | 0.5 <sup>y</sup>   | 0.5 <sup>y</sup> | 0.5 <sup>y</sup> | 0.94 <sup>y</sup> | ...  | ...             | ...             | ...               | ...   | ...               | ...               |
| Central and Eastern Europe                                     |                 |                 |                   |  |  |                  |                  |                   |  |                 |                 |                   |   |                   |                   |
| 49 <sup>z</sup>  | 49 <sup>z</sup> | 49 <sup>z</sup> | 1.00 <sup>z</sup> |  | 47 <sup>z</sup>  | 47 <sup>z</sup>  | 47 <sup>z</sup>  | 1.00 <sup>z</sup> | 49 <sup>z</sup>  | 49 <sup>z</sup> | 49 <sup>z</sup> | 1.00 <sup>z</sup> | ...   | ...               | ...               |
| 105  | 106             | 104             | 0.98              |  | 92   | 92               | 91               | 0.99              | 123  | 124             | 121             | 0.98              | ...   | ...               | ...               |
| ...  | ...             | ...             | ...               |  | ...  | ...              | ...              | ...               | ...  | ...             | ...             | ...               | ...   | ...               | ...               |
| 79   | 79              | 79              | 0.99              |  | 75   | 76               | 75               | 0.99              | 79   | 79              | 79              | 0.99              | ...   | ...               | ...               |
| 47 <sup>y</sup>  | 47 <sup>y</sup> | 46 <sup>y</sup> | 0.98 <sup>y</sup> |  | 46 <sup>y</sup>  | 46 <sup>y</sup>  | 45 <sup>y</sup>  | 0.97 <sup>y</sup> | 53 <sup>y</sup>  | 54 <sup>y</sup> | 53 <sup>y</sup> | 0.98 <sup>y</sup> | 98 <sup>*,y</sup>   | 98 <sup>*,y</sup> | 98 <sup>*,y</sup> |
| 109  | 111             | 107             | 0.96              |  | 98   | 100              | 97               | 0.97              | 109  | 111             | 107             | 0.96              | ...   | ...               | ...               |
| 111  | 111             | 111             | 1.00              |  | 88   | 88               | 88               | 1.01              | 111  | 111             | 111             | 1.00              | ...   | ...               | ...               |
| 83   | 84              | 82              | 0.98              |  | 82   | 82               | 81               | 0.98              | 83   | 84              | 82              | 0.98              | ...   | ...               | ...               |
| 84   | 85              | 84              | 0.99              |  | 82   | 82               | 82               | 1.00              | 84   | 85              | 84              | 0.99              | ...   | ...               | ...               |
| 68   | 69              | 66              | 0.97              |  | 66   | 67               | 65               | 0.98              | ...  | ...             | ...             | ...               | ...   | ...               | ...               |
| 54   | 54              | 54              | 1.00              |  | 53   | 53               | 53               | 1.01              | 54   | 54              | 54              | 1.00              | ...   | ...               | ...               |
| 62   | 63              | 61              | 0.97              |  | 60   | 61               | 59               | 0.97              | 62   | 63              | 61              | 0.97              | ...   | ...               | ...               |
| 75   | 75              | 76              | 1.02              |  | 74   | 74               | 75               | 1.02              | 75   | 75              | 76              | 1.02              | ...   | ...               | ...               |
| 84   | 86              | 81              | 0.94              |  | 67 <sup>z</sup>  | ...              | ...              | ...               | 84   | 86              | 81              | 0.94              | ...   | ...               | ...               |
| ...  | ...             | ...             | ...               |  | ...  | ...              | ...              | ...               | ...  | ...             | ...             | ...               | ...   | ...               | ...               |
| 95   | 96              | 93              | 0.97              |  | 86   | 87               | 84               | 0.96              | 95   | 96              | 93              | 0.97              | ...   | ...               | ...               |
| 79   | 81              | 78              | 0.96              |  | 78   | 79               | 76               | 0.97              | 79   | 81              | 78              | 0.96              | ...   | ...               | ...               |
| 33   | 33              | 34              | 1.03              |  | 32   | 31               | 32               | 1.02              | ...  | ...             | ...             | ...               | ...   | ...               | ...               |
| 10   | 10              | 10              | 0.95              |  | 10   | 10               | 10               | 0.95              | 10   | 10              | 10              | 0.95              | ...   | ...               | ...               |
| 86   | 87              | 84              | 0.96              |  | 44   | 45               | 44               | 0.97              | 86   | 87              | 84              | 0.96              | ...   | ...               | ...               |
| Central Asia   |                 |                 |                   |  |  |                  |                  |                   |  |                 |                 |                   |   |                   |                   |
| 33   | 30              | 35              | 1.16              |  | ...  | ...              | ...              | ...               | 33   | 30              | 35              | 1.16              | ...   | ...               | ...               |
| 29   | 29              | 29              | 1.02              |  | 21   | 20               | 21               | 1.04              | 30   | 29              | 30              | 1.02              | 7   | 7                 | 7                 |
| 51   | 48              | 54              | 1.13              |  | 43   | 41               | 46               | 1.13              | 51   | 48              | 54              | 1.13              | 2 <sup>2</sup>  | 2 <sup>2</sup>    | 2 <sup>2</sup>    |
| 34   | 34              | 33              | 0.97              |  | 33   | 33               | 33               | 0.97              | 34   | 34              | 33              | 0.97              | ...   | ...               | ...               |
| 13   | 13              | 13              | 1.00              |  | 10   | 10               | 10               | 1.00              | 13   | 13              | 13              | 1.00              | 15  | 16                | 15                |
| 40   | 38              | 42              | 1.12              |  | 35   | ...              | ...              | ...               | 52   | 48              | 55              | 1.14              | ...   | ...               | ...               |
| 9  | 10              | 9               | 0.91              |  | 7  | 7                | 7                | 0.93              | ...  | ...             | ...             | ...               | ...   | ...               | ...               |
| ...  | ...             | ...             | ...               |  | ...  | ...              | ...              | ...               | ...  | ...             | ...             | ...               | ...   | ...               | ...               |
| 28 <sup>2</sup>  | 29 <sup>2</sup> | 27 <sup>2</sup> | 0.93 <sup>2</sup> |  | 21 <sup>y</sup>  | ...              | ...              | ...               | ...  | ...             | ...             | ...               | ...   | ...               | ...               |
| East Asia and the Pacific                                      |                 |                 |                   |  |  |                  |                  |                   |  |                 |                 |                   |   |                   |                   |
| 104  | 104             | 104             | 1.00              |  | 62   | 62               | 62               | 1.00              | 104  | 104             | 104             | 1.00              | ...   | ...               | ...               |
| 52   | 52              | 52              | 1.01              |  | 47   | 47               | 48               | 1.01              | 52   | 52              | 52              | 1.01              | 100   | 100               | 100               |
| 9  | 9               | 10              | 1.08              |  | 9  | 8                | 9                | 1.09              | 9  | 9               | 10              | 1.08              | 15  | 15                | 16                |
| 40   | 42              | 38              | 0.91              |  | ...  | ...              | ...              | ...               | 40   | 42              | 38              | 0.91              | ...   | ...               | ...               |
| 91 <sup>2</sup>  | 87 <sup>2</sup> | 97 <sup>2</sup> | 1.11 <sup>2</sup> |  | ...  | ...              | ...              | ...               | 91 <sup>2</sup>  | 87 <sup>2</sup> | 97 <sup>2</sup> | 1.11 <sup>2</sup> | ...   | ...               | ...               |

Table 3B (continued)

|                                 | Country or territory                | Age group<br>2005 | ENROLMENT IN<br>PRE-PRIMARY EDUCATION |     |                    |                 | Enrolment in private<br>institutions as %<br>of total enrolment |                 | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |      |        |              |
|---------------------------------|-------------------------------------|-------------------|---------------------------------------|-----|--------------------|-----------------|---|-----------------|--|------|--------|--------------|
|                                 |                                     |                   | School year ending in                 |     |                    |                 | School year ending in   |                 | School year ending in  |      |        |              |
|                                 |                                     |                   | 1999                                  |     | 2005               |                 | 1999  |                 | 1999   |      |        |              |
|                                 |                                     |                   | Total<br>(000)                        | % F | Total<br>(000)     | % F             |   |                 | Total  | Male | Female | GPI<br>(F/M) |
| 55                              | DPR Korea                           | 4-5               | ...                                   | ... | ...                | ...             | ...   | ...             | ...  | ...  | ...    | ...          |
| 56                              | Fiji                                | 3-5               | 9                                     | 49  | 9                  | 50              | ...   | 100             | 17   | 16   | 17     | 1.02         |
| 57                              | Indonesia                           | 5-6               | 1 981                                 | 49  | 2 832              | 50              | 99  | 99              | 24   | 24   | 24     | 1.01         |
| 58                              | Japan                               | 3-5               | 2 962                                 | 49  | 3 070              | ...             | 65  | 66              | 82   | 82   | 83     | 1.02         |
| 59                              | Kiribati                            | 3-5               | ...                                   | ... | 5 <sup>2</sup>     | ...             | ...   | ...             | ...  | ...  | ...    | ...          |
| 60                              | Lao People's Democratic Republic    | 3-5               | 37                                    | 52  | 45                 | 50              | 18  | 26              | 8  | 8    | 8      | 1.11         |
| 61                              | Macao, China                        | 3-5               | 17                                    | 47  | 11                 | 49              | 94  | 95              | 89   | 91   | 86     | 0.95         |
| 62                              | Malaysia                            | 5-5               | 572                                   | 50  | 650 <sup>2</sup>   | 51 <sup>2</sup> | 49  | 45 <sup>2</sup> | 102  | 100  | 104    | 1.04         |
| 63                              | Marshall Islands                    | 4-5               | 1.6                                   | 50  | 1.5 <sup>y</sup>   | 49 <sup>y</sup> | 19  | 18 <sup>y</sup> | 59   | 57   | 60     | 1.04         |
| 64                              | Micronesia (Federated States of)    | 3-5               | 3                                     | ... | ...                | ...             | ...   | ...             | 37   | ...  | ...    | ...          |
| 65                              | Myanmar                             | 3-4               | 41                                    | ... | ...                | ...             | 90  | ...             | 2  | ...  | ...    | ...          |
| 66                              | Nauru <sup>1</sup>                  | 3-5               | ...                                   | ... | 0.6 <sup>2</sup>   | 48 <sup>2</sup> | ...   | 17 <sup>y</sup> | ...  | ...  | ...    | ...          |
| 67                              | New Zealand                         | 3-4               | 101                                   | 49  | 103                | 49              | ...   | 98              | 88   | 88   | 89     | 1.00         |
| 68                              | Niue <sup>1</sup>                   | 4-4               | 0.1                                   | 44  | 0.03               | 58              | ...   | ...             | 154  | 159  | 147    | 0.93         |
| 69                              | Palau <sup>1</sup>                  | 3-5               | 0.7                                   | 54  | 0.7                | 53              | 24  | 20              | 63   | 56   | 69     | 1.23         |
| 70                              | Papua New Guinea                    | 6-6               | 54                                    | 47  | 96 <sup>y</sup>    | 47 <sup>y</sup> | 1   | ...             | 35   | 36   | 35     | 0.96         |
| 71                              | Philippines                         | 5-5               | 593                                   | 50  | 808                | 50              | 47  | 45              | 31   | 30   | 32     | 1.05         |
| 72                              | Republic of Korea                   | 5-5               | 535                                   | 47  | 543                | 48              | 75  | 77              | 80   | 80   | 80     | 1.00         |
| 73                              | Samoa                               | 3-4               | 5                                     | 53  | 5 <sup>2</sup>     | 54 <sup>2</sup> | 100   | ...             | 51   | 47   | 56     | 1.21         |
| 74                              | Singapore                           | 3-5               | 99                                    | 32  | ...                | ...             | ...   | ...             | 53   | 69   | 35     | 0.50         |
| 75                              | Solomon Islands                     | 3-5               | 13                                    | 48  | 16 <sup>y</sup>    | 48 <sup>y</sup> | ...   | ...             | 35   | 35   | 35     | 1.01         |
| 76                              | Thailand                            | 3-5               | 2 745                                 | 49  | 2 462              | 49              | 19  | 21              | 88   | 89   | 87     | 0.98         |
| 77                              | Timor-Leste                         | 4-5               | ...                                   | ... | 7                  | 51              | ...   | ...             | ...  | ...  | ...    | ...          |
| 78                              | Tokelau <sup>1</sup>                | 3-4               | ...                                   | ... | 0.1 <sup>2</sup>   | 48 <sup>2</sup> | ...   | ...             | ...  | ...  | ...    | ...          |
| 79                              | Tonga                               | 3-4               | 1.6                                   | 53  | 1.1                | 56              | ...   | 12              | 30   | 27   | 33     | 1.22         |
| 80                              | Tuvalu <sup>1</sup>                 | 3-5               | ...                                   | ... | 0.7 <sup>2</sup>   | 50 <sup>2</sup> | ...   | ...             | ...  | ...  | ...    | ...          |
| 81                              | Vanuatu                             | 3-5               | 8                                     | 50  | ...                | ...             | ...   | ...             | 49   | 47   | 51     | 1.08         |
| 82                              | Viet Nam                            | 3-5               | 2 179                                 | 48  | 2 754              | 47              | 49  | 58              | 41   | 42   | 40     | 0.94         |
| Latin America and the Caribbean |                                     |                   |                                       |     |                    |                 |   |                 |  |      |        |              |
| 83                              | Anguilla                            | 3-4               | 0.5                                   | 52  | 0.4                | 50              | 100   | 100             | ...  | ...  | ...    | ...          |
| 84                              | Antigua and Barbuda                 | 3-4               | ...                                   | ... | ...                | ...             | ...   | ...             | ...  | ...  | ...    | ...          |
| 85                              | Argentina                           | 3-5               | 1 191                                 | 50  | 1 303 <sup>2</sup> | 49 <sup>2</sup> | 28  | 27 <sup>2</sup> | 57   | 56   | 57     | 1.02         |
| 86                              | Aruba <sup>1</sup>                  | 4-5               | 3                                     | 49  | 3                  | 49              | 83  | 77              | 97   | 97   | 97     | 1.00         |
| 87                              | Bahamas                             | 3-4               | 1.4                                   | 51  | 4 <sup>y</sup>     | 49 <sup>y</sup> | ...   | 79 <sup>y</sup> | 12   | 11   | 12     | 1.09         |
| 88                              | Barbados                            | 3-4               | 6                                     | 49  | 6                  | 49              | ...   | 17              | 82   | 83   | 82     | 0.98         |
| 89                              | Belize                              | 3-4               | 4                                     | 50  | 4                  | 52              | ...   | 96              | 28   | 27   | 28     | 1.03         |
| 90                              | Bermuda                             | 4-4               | ...                                   | ... | ...                | ...             | ...   | ...             | ...  | ...  | ...    | ...          |
| 91                              | Bolivia                             | 4-5               | 208                                   | 49  | 237                | 49              | ...   | 23 <sup>2</sup> | 45   | 45   | 45     | 1.01         |
| 92                              | Brazil                              | 4-6               | 5 733                                 | 49  | 6 603 <sup>2</sup> | 48 <sup>2</sup> | 28  | 29 <sup>2</sup> | 58   | 58   | 58     | 1.00         |
| 93                              | British Virgin Islands <sup>1</sup> | 3-4               | 0.5                                   | 53  | 0.6                | 51              | 100   | 100             | 62   | 57   | 66     | 1.16         |
| 94                              | Cayman Islands                      | 4-4               | 0.5                                   | 48  | 0.6                | 50              | 88  | 91              | ...  | ...  | ...    | ...          |
| 95                              | Chile                               | 3-5               | 450                                   | 49  | 408                | 49              | 45  | 48              | 77   | 78   | 77     | 0.99         |
| 96                              | Colombia                            | 3-5               | 1 034                                 | 50  | 1 108              | 49              | 45  | 38              | 36   | 36   | 37     | 1.02         |
| 97                              | Costa Rica                          | 4-5               | 70                                    | 49  | 109                | 49              | 10  | 10              | 84   | 84   | 85     | 1.01         |
| 98                              | Cuba                                | 3-5               | 484                                   | 50  | 467                | 48              | ...   | ...             | 105  | 104  | 107    | 1.03         |
| 99                              | Dominica <sup>1</sup>               | 3-4               | 3                                     | 52  | 2                  | 50              | 100   | 100             | 80   | 76   | 85     | 1.11         |
| 100                             | Dominican Republic                  | 3-5               | 195                                   | 49  | 198                | 49              | 45  | 43              | 34   | 34   | 34     | 1.01         |
| 101                             | Ecuador                             | 5-5               | 181                                   | 50  | 223                | 49              | 39  | 47              | 64   | 63   | 66     | 1.04         |
| 102                             | El Salvador                         | 4-6               | 194                                   | 49  | 242                | 50              | 22  | 18              | 42   | 42   | 43     | 1.01         |
| 103                             | Grenada <sup>1</sup>                | 3-4               | 4                                     | 50  | 3                  | 52              | ...   | 58 <sup>y</sup> | 93   | 93   | 93     | 1.01         |
| 104                             | Guatemala                           | 3-6               | 308                                   | 49  | 436                | 49              | 22  | 19              | 46   | 46   | 45     | 0.97         |
| 105                             | Guyana                              | 4-5               | 37                                    | 49  | 33                 | 49              | 1   | 3               | 122  | 122  | 121    | 0.99         |
| 106                             | Haiti                               | 3-5               | ...                                   | ... | ...                | ...             | ...   | ...             | ...  | ...  | ...    | ...          |
| 107                             | Honduras                            | 3-5               | ...                                   | ... | 190                | 50              | ...   | 23              | ...  | ...  | ...    | ...          |
| 108                             | Jamaica                             | 3-5               | 138                                   | 51  | 154                | 50              | 88  | 91              | 78   | 75   | 81     | 1.08         |
| 109                             | Mexico                              | 4-5               | 3 361                                 | 50  | 4 098              | 49              | 9   | 13              | 73   | 72   | 73     | 1.01         |
| 110                             | Montserrat <sup>1</sup>             | 3-4               | 0.1                                   | 52  | 0.1                | 56              | ...   | ...             | ...  | ...  | ...    | ...          |
| 111                             | Netherlands Antilles                | 4-5               | 7                                     | 50  | 6 <sup>y</sup>     | 49 <sup>y</sup> | 75  | 75 <sup>y</sup> | 120  | 120  | 120    | 1.00         |
| 112                             | Nicaragua                           | 3-6               | 161                                   | 50  | 214                | 49              | 17  | 16              | 28   | 28   | 29     | 1.04         |
| 113                             | Panama                              | 4-5               | 49                                    | 49  | 84                 | 49              | 23  | 18              | 39   | 39   | 39     | 1.01         |
| 114                             | Paraguay                            | 3-5               | 123                                   | 50  | 147 <sup>2</sup>   | 49 <sup>2</sup> | 29  | 27 <sup>2</sup> | 27   | 27   | 28     | 1.03         |

Table 3B

| GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |                  |                  |                   |     | NET ENROLMENT RATIO (NER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |                 |                 |                   | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY AND OTHER<br>ECCE PROGRAMMES (%) |                  |                  |                   | NEW ENTRANTS TO THE FIRST<br>GRADE OF PRIMARY EDUCATION<br>WITH ECCE EXPERIENCE (%) |                  |                     |
|--|------------------|------------------|-------------------|-----|--|-----------------|-----------------|-------------------|--|------------------|------------------|-------------------|---|------------------|---------------------|
| School year ending in  |                  |                  |                   |     | School year ending in  |                 |                 |                   | School year ending in  |                  |                  |                   | School year ending in   |                  |                     |
| 2005   |                  |                  |                   |     | 2005   |                 |                 |                   | 2005   |                  |                  |                   | 2005  |                  |                     |
| Total  | Male             | Female           | GPI<br>(F/M)      |     | Total  | Male            | Female          | GPI<br>(F/M)      | Total  | Male             | Female           | GPI<br>(F/M)      | Total   | Male             | Female              |
| ...  | ...              | ...              | ...               | ... | ...  | ...             | ...             | ...               | ...  | ...              | ...              | ...               | ...   | ...              | 55                  |
| 16   | 15               | 16               | 1.06              |     | 14   | 14              | 15              | 1.06              | 16   | 15               | 16               | 1.06              | ...   | ...              | 56                  |
| 34   | 34               | 35               | 1.03              |     | 24   | 23              | 24              | 1.03              | ...  | ...              | ...              | ...               | 37 <sup>z</sup>   | 38 <sup>z</sup>  | 37 <sup>z</sup> 57  |
| 85   | ...              | ...              | ...               |     | 85   | ...             | ...             | ...               | 100  | ...              | ...              | ...               | ...   | ...              | 58                  |
| 75 <sup>z</sup>  | ...              | ...              | ...               |     | ...  | ...             | ...             | ...               | 75 <sup>z</sup>  | ...              | ...              | ...               | ...   | ...              | 59                  |
| 9  | 9                | 9                | 1.05              |     | 8  | 8               | 9               | 1.05              | 9  | 9                | 9                | 1.05              | 9   | 8                | 9 60                |
| 92   | 92               | 92               | 0.99              |     | 86   | 86              | 86              | 0.99              | 92   | 92               | 92               | 0.99              | 95  | 95               | 95 61               |
| 119 <sup>z</sup>   | 112 <sup>z</sup> | 125 <sup>z</sup> | 1.12 <sup>z</sup> |     | 74 <sup>z</sup>  | 72 <sup>z</sup> | 76 <sup>z</sup> | 1.07 <sup>z</sup> | 119 <sup>z</sup>   | 112 <sup>z</sup> | 125 <sup>z</sup> | 1.12 <sup>z</sup> | 74 <sup>z</sup>   | 71 <sup>z</sup>  | 78 <sup>z</sup> 62  |
| 50 <sup>y</sup>  | 49 <sup>y</sup>  | 50 <sup>y</sup>  | 1.02 <sup>y</sup> |     | ...  | ...             | ...             | ...               | 50 <sup>y</sup>  | 49 <sup>y</sup>  | 50 <sup>y</sup>  | 1.02 <sup>y</sup> | ...   | ...              | 63                  |
| ...  | ...              | ...              | ...               |     | ...  | ...             | ...             | ...               | ...  | ...              | ...              | ...               | ...   | ...              | 64                  |
| ...  | ...              | ...              | ...               |     | ...  | ...             | ...             | ...               | ...  | ...              | ...              | ...               | ...   | ...              | 65                  |
| 71 <sup>z</sup>  | 71 <sup>z</sup>  | 72 <sup>z</sup>  | 1.02 <sup>z</sup> |     | ...  | ...             | ...             | ...               | ...  | ...              | ...              | ...               | ...   | ...              | 66                  |
| 93   | 92               | 94               | 1.02              |     | 92   | 90              | 93              | 1.02              | ...  | ...              | ...              | ...               | ...   | ...              | 67                  |
| 100  | 81               | 120              | 1.48              |     | ...  | ...             | ...             | ...               | 100  | 81               | 120              | 1.48              | ...   | ...              | 68                  |
| 64   | 59               | 68               | 1.16              |     | ...  | ...             | ...             | ...               | 64   | 59               | 68               | 1.16              | ...   | ...              | 69                  |
| 59 <sup>y</sup>  | 61 <sup>y</sup>  | 57 <sup>y</sup>  | 0.94 <sup>y</sup> |     | ...  | ...             | ...             | ...               | 59 <sup>y</sup>  | 61 <sup>y</sup>  | 57 <sup>y</sup>  | 0.94 <sup>y</sup> | ...   | ...              | 70                  |
| 41   | 41               | 42               | 1.04              |     | 33   | 33              | 32              | 0.97              | 41   | 41               | 42               | 1.04              | 63  | 63               | 63 71               |
| 96   | 96               | 95               | 0.99              |     | 51   | 51              | 51              | 1.00              | 96   | 96               | 95               | 0.99              | ...   | ...              | 72                  |
| 49 <sup>z</sup>  | 44 <sup>z</sup>  | 55 <sup>z</sup>  | 1.26 <sup>z</sup> |     | ...  | ...             | ...             | ...               | 49 <sup>z</sup>  | 44 <sup>z</sup>  | 55 <sup>z</sup>  | 1.26 <sup>z</sup> | ...   | ...              | 73                  |
| ...  | ...              | ...              | ...               |     | ...  | ...             | ...             | ...               | ...  | ...              | ...              | ...               | ...   | ...              | 74                  |
| 41 <sup>y</sup>  | 41 <sup>y</sup>  | 41 <sup>y</sup>  | 0.99 <sup>y</sup> |     | ...  | ...             | ...             | ...               | 41 <sup>y</sup>  | 41 <sup>y</sup>  | 41 <sup>y</sup>  | 0.99 <sup>y</sup> | ...   | ...              | 75                  |
| 82   | 83               | 82               | 0.99              |     | 76   | 76              | 75              | 0.99              | ...  | ...              | ...              | ...               | ...   | ...              | 76                  |
| 16   | 15               | 16               | 1.08              |     | ...  | ...             | ...             | ...               | 16   | 15               | 16               | 1.08              | ...   | ...              | 77                  |
| 125 <sup>z</sup>   | 126 <sup>z</sup> | 125 <sup>z</sup> | 1.00 <sup>z</sup> |     | ...  | ...             | ...             | ...               | 125 <sup>z</sup>   | 126 <sup>z</sup> | 125 <sup>z</sup> | 1.00 <sup>z</sup> | ...   | ...              | 78                  |
| 23   | 20               | 27               | 1.37              |     | ...  | ...             | ...             | ...               | 23   | 20               | 27               | 1.37              | ...   | ...              | 79                  |
| 99 <sup>z</sup>  | 98 <sup>z</sup>  | 100 <sup>z</sup> | 1.02 <sup>z</sup> |     | ...  | ...             | ...             | ...               | 99 <sup>z</sup>  | 98 <sup>z</sup>  | 100 <sup>z</sup> | 1.02 <sup>z</sup> | ...   | ...              | 80                  |
| ...  | ...              | ...              | ...               |     | ...  | ...             | ...             | ...               | ...  | ...              | ...              | ...               | ...   | ...              | 81                  |
| 60   | 62               | 57               | 0.91              |     | ...  | ...             | ...             | ...               | 60   | 62               | 57               | 0.91              | ...   | ...              | 82                  |
| Latin America and the Caribbean                                |                  |                  |                   |     |  |                 |                 |                   |  |                  |                  |                   |   |                  |                     |
| 97   | 103              | 91               | 0.88              |     | 93   | 100             | 88              | 0.88              | 97   | 103              | 91               | 0.88              | 100   | 100              | 100 83              |
| ...  | ...              | ...              | ...               |     | ...  | ...             | ...             | ...               | ...  | ...              | ...              | ...               | ...   | ...              | 84                  |
| 64 <sup>z</sup>  | 64 <sup>z</sup>  | 65 <sup>z</sup>  | 1.01 <sup>z</sup> |     | 64 <sup>z</sup>  | 64 <sup>z</sup> | 64 <sup>z</sup> | 1.01 <sup>z</sup> | ...  | ...              | ...              | ...               | 89 <sup>z</sup>   | 89 <sup>z</sup>  | 89 <sup>z</sup> 85  |
| 99   | 98               | 99               | 1.01              |     | 97   | 96              | 97              | 1.01              | 99   | 98               | 99               | 1.01              | 90  | 90               | 90 86               |
| 31 <sup>y</sup>  | 31 <sup>y</sup>  | 31 <sup>y</sup>  | 0.99 <sup>y</sup> |     | 23 <sup>y</sup>  | 23 <sup>y</sup> | 22 <sup>y</sup> | 0.99 <sup>y</sup> | 31 <sup>y</sup>  | 31 <sup>y</sup>  | 31 <sup>y</sup>  | 0.99 <sup>y</sup> | ...   | ...              | 87                  |
| 93   | 94               | 93               | 0.99              |     | 87   | 88              | 85              | 0.97              | 93   | 94               | 93               | 0.99              | 100   | 100              | 100 88              |
| 33   | 32               | 34               | 1.09              |     | 32   | 31              | 34              | 1.09              | ...  | ...              | ...              | ...               | ...   | ...              | 89                  |
| ...  | ...              | ...              | ...               |     | ...  | ...             | ...             | ...               | ...  | ...              | ...              | ...               | ...   | ...              | 90                  |
| 50   | 49               | 50               | 1.01              |     | 41 <sup>z</sup>  | 40 <sup>z</sup> | 41 <sup>z</sup> | 1.02 <sup>z</sup> | 50   | 49               | 50               | 1.01              | 63 <sup>y</sup>   | 62 <sup>y</sup>  | 63 <sup>y</sup> 91  |
| 63 <sup>z</sup>  | 64 <sup>z</sup>  | 62 <sup>z</sup>  | 0.97 <sup>z</sup> |     | 51 <sup>z</sup>  | 51 <sup>z</sup> | 52 <sup>z</sup> | 1.01 <sup>z</sup> | ...  | ...              | ...              | ...               | ...   | ...              | 92                  |
| 90   | 87               | 94               | 1.08              |     | 82   | 78              | 85              | 1.09              | 162  | 154              | 169              | 1.10              | 97  | 99               | 96 93               |
| 93   | 96               | 90               | 0.94              |     | 65   | 68              | 62              | 0.92              | 136  | 136              | 137              | 1.01              | 93  | 93               | 93 94               |
| 54   | 54               | 55               | 1.01              |     | 44   | 43              | 44              | 1.01              | 54   | 54               | 55               | 1.01              | ...   | ...              | 95                  |
| 39   | 39               | 39               | 0.99              |     | 35   | 35              | 35              | 1.00              | 39   | 39               | 39               | 0.99              | ...   | ...              | 96                  |
| 69   | 68               | 69               | 1.01              |     | ...  | ...             | ...             | ...               | 72   | 71               | 72               | 1.01              | 87  | 86               | 88 97               |
| 113  | 114              | 112              | 0.98              |     | 99   | 100             | 99              | 0.99              | 197  | 198              | 195              | 0.99              | 99  | 99               | 100 98              |
| 78   | 74               | 81               | 1.09              |     | 56 <sup>y</sup>  | 56 <sup>y</sup> | 55 <sup>y</sup> | 0.97 <sup>y</sup> | 78   | 74               | 81               | 1.09              | 100 <sup>z</sup>  | 100 <sup>z</sup> | 100 <sup>z</sup> 99 |
| 34   | 34               | 34               | 1.00              |     | 31   | 31              | 31              | 1.01              | ...  | ...              | ...              | ...               | ...   | ...              | 100                 |
| 77   | 76               | 77               | 1.01              |     | 62   | 62              | 63              | 1.01              | ...  | ...              | ...              | ...               | 55 <sup>z</sup>   | 54 <sup>z</sup>  | 56 <sup>z</sup> 101 |
| 51   | 50               | 52               | 1.04              |     | 44   | 43              | 45              | 1.04              | 51   | 50               | 52               | 1.04              | ...   | ...              | 102                 |
| 81   | 77               | 84               | 1.09              |     | 80 <sup>z</sup>  | 76 <sup>z</sup> | 83 <sup>z</sup> | 1.09 <sup>z</sup> | 81   | 77               | 84               | 1.09              | ...   | ...              | 103                 |
| 28   | 28               | 29               | 1.00              |     | 27   | 27              | 27              | 1.00              | 28   | 28               | 29               | 1.00              | ...   | ...              | 104                 |
| 107  | 108              | 106              | 0.98              |     | 90   | 91              | 89              | 0.98              | 107  | 108              | 106              | 0.98              | 73  | 70               | 76 105              |
| ...  | ...              | ...              | ...               |     | ...  | ...             | ...             | ...               | ...  | ...              | ...              | ...               | ...   | ...              | 106                 |
| 33   | 32               | 34               | 1.04              |     | 27 <sup>z</sup>  | 26 <sup>z</sup> | 27 <sup>z</sup> | 1.04 <sup>z</sup> | ...  | ...              | ...              | ...               | ...   | ...              | 107                 |
| 95   | 94               | 97               | 1.03              |     | 94   | 93              | 96              | 1.04              | 95   | 94               | 97               | 1.03              | ...   | ...              | 108                 |
| 93   | 93               | 94               | 1.01              |     | 81   | 81              | 81              | 1.00              | 93   | 93               | 94               | 1.01              | ...   | ...              | 109                 |
| 105  | 86               | 126              | 1.47              |     | 82   | ...             | ...             | ...               | 105  | 86               | 126              | 1.47              | 78  | 114              | 48 110              |
| 113 <sup>y</sup>   | 115 <sup>y</sup> | 111 <sup>y</sup> | 0.97 <sup>y</sup> |     | 99 <sup>y</sup>  | ...             | ...             | ...               | ...  | ...              | ...              | ...               | ...   | ...              | 111                 |
| 37   | 37               | 37               | 1.02              |     | 37   | 37              | 37              | 1.02              | 43   | 46               | 44               | 0.96              | 45  | 45               | 45 112              |
| 62   | 62               | 62               | 1.01              |     | 55   | 55              | 56              | 1.01              | 62   | 62               | 62               | 1.01              | 67  | 66               | 68 113              |
| 31 <sup>z</sup>  | 31 <sup>z</sup>  | 31 <sup>z</sup>  | 1.01 <sup>z</sup> |     | 27 <sup>z</sup>  | 27 <sup>z</sup> | 28 <sup>z</sup> | 1.03 <sup>z</sup> | 31 <sup>z</sup>  | 31 <sup>z</sup>  | 31 <sup>z</sup>  | 1.01 <sup>z</sup> | 75 <sup>z</sup>   | 74 <sup>z</sup>  | 76 <sup>z</sup> 114 |

Table 3B (continued)

|                                  | Country or territory               | Age group<br>2005 | ENROLMENT IN<br>PRE-PRIMARY EDUCATION |     |                    |                 | Enrolment in private<br>institutions as %<br>of total enrolment |                 | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |      |        |              |
|----------------------------------|------------------------------------|-------------------|---------------------------------------|-----|--------------------|-----------------|---|-----------------|--|------|--------|--------------|
|                                  |                                    |                   | School year ending in                 |     |                    |                 | School year ending in   |                 | School year ending in  |      |        |              |
|                                  |                                    |                   | 1999                                  |     | 2005               |                 | 1999  |                 | 1999   |      |        |              |
|                                  |                                    |                   | Total<br>(000)                        | % F | Total<br>(000)     | % F             |   |                 | Total  | Male | Female | GPI<br>(F/M) |
| 115                              | Peru                               | 3-5               | 1 017                                 | 50  | 1 115              | 49              | 15  | 21              | 55   | 55   | 56     | 1.02         |
| 116                              | Saint Kitts and Nevis <sup>1</sup> | 3-4               | ...                                   | ... | 1.9                | 52              | ...   | 59              | ...  | ...  | ...    | ...          |
| 117                              | Saint Lucia                        | 3-4               | 4                                     | 50  | 4                  | 50              | ...   | 100             | 66   | 66   | 67     | 1.03         |
| 118                              | Saint Vincent and the Grenadines   | 3-4               | ...                                   | ... | 4                  | 49              | ...   | 100             | ...  | ...  | ...    | ...          |
| 119                              | Suriname                           | 4-5               | ...                                   | ... | 17                 | 49              | ...   | 45              | ...  | ...  | ...    | ...          |
| 120                              | Trinidad and Tobago                | 3-4               | 23                                    | 50  | 30*                | 49*             | 100   | 100*            | 60   | 60   | 61     | 1.01         |
| 121                              | Turks and Caicos Islands           | 4-5               | 0.8                                   | 54  | 1.1                | 47              | 47  | 65              | ...  | ...  | ...    | ...          |
| 122                              | Uruguay                            | 3-5               | 100                                   | 49  | 105 <sup>2</sup>   | 49 <sup>2</sup> | ...   | 20 <sup>2</sup> | 59   | 59   | 60     | 1.02         |
| 123                              | Venezuela                          | 3-5               | 738                                   | 50  | 975                | 49              | 20  | 18              | 45   | 44   | 45     | 1.03         |
| North America and Western Europe |                                    |                   |                                       |     |                    |                 |   |                 |  |      |        |              |
| 124                              | Andorra <sup>1</sup>               | 3-5               | ...                                   | ... | 3                  | 49              | ...   | 2               | ...  | ...  | ...    | ...          |
| 125                              | Austria                            | 3-5               | 225                                   | 49  | 217                | 49              | 25  | 27              | 83   | 83   | 82     | 0.99         |
| 126                              | Belgium                            | 3-5               | 399                                   | 49  | 412                | 49              | 56  | 53              | 110  | 111  | 110    | 0.98         |
| 127                              | Canada                             | 4-5               | 512                                   | 49  | ...                | ...             | 8   | ...             | 65   | 65   | 65     | 1.00         |
| 128                              | Cyprus <sup>1</sup>                | 3-5               | 19                                    | 49  | 17                 | 49              | 54  | 40              | 60   | 59   | 60     | 1.02         |
| 129                              | Denmark                            | 3-6               | 251                                   | 49  | 254                | 49              | 27  | ...             | 91   | 91   | 91     | 1.00         |
| 130                              | Finland                            | 3-6               | 125                                   | 49  | 137                | 49              | 10  | 8               | 49   | 49   | 48     | 0.99         |
| 131                              | France <sup>3</sup>                | 3-5               | 2 393                                 | 49  | 2 624              | 49              | 13  | 13              | 111  | 111  | 111    | 1.00         |
| 132                              | Germany                            | 3-5               | 2 333                                 | 48  | 2 232              | 48              | 54  | 59              | 93   | 94   | 93     | 0.98         |
| 133                              | Greece                             | 4-5               | 143                                   | 49  | 142                | 49              | 3   | 3               | 68   | 67   | 68     | 1.01         |
| 134                              | Iceland                            | 3-5               | 12                                    | 48  | 12 <sup>2</sup>    | 49 <sup>2</sup> | 5   | 8 <sup>2</sup>  | 88   | 89   | 87     | 0.98         |
| 135                              | Ireland                            | 3-3               | ...                                   | ... | ...                | ...             | ...   | ...             | ...  | ...  | ...    | ...          |
| 136                              | Israel                             | 3-5               | 355                                   | 48  | 361                | 48              | 7   | 4               | 104  | 105  | 103    | 0.99         |
| 137                              | Italy                              | 3-5               | 1 578                                 | 48  | 1 655              | 48              | 30  | 30              | 96   | 97   | 95     | 0.98         |
| 138                              | Luxembourg                         | 3-5               | 12                                    | 49  | 15                 | 49              | 5   | 6               | 72   | 73   | 72     | 0.99         |
| 139                              | Malta                              | 3-4               | 10                                    | 48  | 9                  | 50              | 37  | 39              | 102  | 103  | 102    | 0.99         |
| 140                              | Monaco <sup>4</sup>                | 3-5               | 0.9                                   | 52  | 1 <sup>2</sup>     | ...             | 26  | 19 <sup>2</sup> | ...  | ...  | ...    | ...          |
| 141                              | Netherlands                        | 4-5               | 390                                   | 49  | 355                | 48              | 69  | 70 <sup>2</sup> | 98   | 99   | 98     | 0.99         |
| 142                              | Norway                             | 3-5               | 139                                   | 50  | 157                | ...             | 40  | 42              | 75   | 73   | 77     | 1.06         |
| 143                              | Portugal                           | 3-5               | 220                                   | 49  | 260                | 49              | 52  | 47              | 68   | 68   | 68     | 1.00         |
| 144                              | San Marino <sup>4</sup>            | 3-5               | ...                                   | ... | 1 <sup>2</sup>     | ...             | ...   | . <sup>2</sup>  | ...  | ...  | ...    | ...          |
| 145                              | Spain                              | 3-5               | 1 131                                 | 49  | 1 430              | 49              | 32  | 35              | 100  | 101  | 100    | 0.99         |
| 146                              | Sweden                             | 3-6               | 360                                   | 49  | 334                | 48              | 10  | 14              | 78   | 78   | 78     | 1.01         |
| 147                              | Switzerland                        | 5-6               | 158                                   | 48  | 156                | 49              | 6   | 8               | 92   | 92   | 92     | 1.00         |
| 148                              | United Kingdom <sup>5</sup>        | 3-4               | 1 155                                 | 49  | 809                | 49              | 6   | 8               | 79   | 78   | 79     | 1.00         |
| 149                              | United States                      | 3-5               | 7 183                                 | 48  | 7 362              | 47              | 34  | 38              | 59   | 60   | 58     | 0.97         |
| South and West Asia              |                                    |                   |                                       |     |                    |                 |   |                 |  |      |        |              |
| 150                              | Afghanistan                        | 3-6               | ...                                   | ... | 25 <sup>2</sup>    | 43 <sup>2</sup> | ...   | ...             | ...  | ...  | ...    | ...          |
| 151                              | Bangladesh                         | 3-5               | 1 825                                 | 50  | 1 109 <sup>2</sup> | 49 <sup>2</sup> | ...   | 53              | 18   | 18   | 19     | 1.04         |
| 152                              | Bhutan <sup>6</sup>                | 4-5               | 0.3                                   | 48  | 0.4                | 47              | 100   | 100             | ...  | ...  | ...    | ...          |
| 153                              | India                              | 3-5               | 13 869                                | 48  | 29 254             | 49              | ...   | 4 <sup>y</sup>  | 20   | 20   | 19     | 0.99         |
| 154                              | Iran, Islamic Republic of          | 5-5               | 220                                   | 50  | 499                | 51              | ...   | 8               | 13   | 13   | 14     | 1.05         |
| 155                              | Maldives                           | 3-5               | 12                                    | 48  | 14                 | 49              | 30  | 38              | 46   | 46   | 46     | 1.00         |
| 156                              | Nepal                              | 3-4               | 238                                   | 41  | 392                | 46              | ...   | 80 <sup>y</sup> | 11   | 13   | 10     | 0.73         |
| 157                              | Pakistan                           | 3-4               | ...                                   | ... | 4 075              | 46              | ...   | ...             | ...  | ...  | ...    | ...          |
| 158                              | Sri Lanka                          | 4-4               | ...                                   | ... | ...                | ...             | ...   | ...             | ...  | ...  | ...    | ...          |
| Sub-Saharan Africa               |                                    |                   |                                       |     |                    |                 |   |                 |  |      |        |              |
| 159                              | Angola                             | 3-5               | ...                                   | ... | ...                | ...             | ...   | ...             | ...  | ...  | ...    | ...          |
| 160                              | Benin                              | 4-5               | 18                                    | 48  | 28                 | 50              | 20  | 37              | 4  | 4    | 4      | 0.97         |
| 161                              | Botswana                           | 3-5               | ...                                   | ... | ...                | ...             | ...   | ...             | ...  | ...  | ...    | ...          |
| 162                              | Burkina Faso                       | 4-6               | 20                                    | 50  | 24                 | 49              | 34  | ...             | 2  | 2    | 2      | 1.03         |
| 163                              | Burundi                            | 4-6               | 5                                     | 50  | 12                 | 49              | 49  | 47              | 0.8  | 0.8  | 0.8    | 1.01         |
| 164                              | Cameroon                           | 4-5               | 104                                   | 48  | 218*               | 49*             | 57  | 66*             | 12   | 12   | 12     | 0.95         |
| 165                              | Cape Verde                         | 3-5               | ...                                   | ... | 22                 | 50              | ...   | —               | ...  | ...  | ...    | ...          |
| 166                              | Central African Republic           | 3-5               | ...                                   | ... | 6 <sup>2</sup>     | 51 <sup>2</sup> | ...   | ...             | ...  | ...  | ...    | ...          |
| 167                              | Chad                               | 3-5               | ...                                   | ... | 8                  | 33              | ...   | 47 <sup>2</sup> | ...  | ...  | ...    | ...          |
| 168                              | Comoros                            | 3-5               | 1.3                                   | 51  | 2                  | 48              | 100   | 62              | 2  | 2    | 2      | 1.07         |
| 169                              | Congo                              | 3-5               | 6                                     | 61  | 23                 | 51              | 85  | 77              | 2  | 1    | 2      | 1.59         |
| 170                              | Côte d'Ivoire                      | 3-5               | 36                                    | 49  | 49*.y              | 49*.y           | 46  | 46y             | 2  | 2    | 2      | 0.96         |



Table 3B

| GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |                  |                  |                   |  | NET ENROLMENT RATIO (NER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |                  |                  |                   | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY AND OTHER<br>ECCE PROGRAMMES (%) |                  |                  |                   | NEW ENTRANTS TO THE FIRST<br>GRADE OF PRIMARY EDUCATION<br>WITH ECCE EXPERIENCE (%) |                 |                 |
|--|------------------|------------------|-------------------|--|--|------------------|------------------|-------------------|--|------------------|------------------|-------------------|---|-----------------|-----------------|
| School year ending in  |                  |                  |                   |  | School year ending in  |                  |                  |                   | School year ending in  |                  |                  |                   | School year ending in   |                 |                 |
| 2005   |                  |                  |                   |  | 2005   |                  |                  |                   | 2005   |                  |                  |                   | 2005  |                 |                 |
| Total  | Male             | Female           | GPI<br>(F/M)      |  | Total  | Male             | Female           | GPI<br>(F/M)      | Total  | Male             | Female           | GPI<br>(F/M)      | Total   | Male            | Female          |
| 62   | 62               | 62               | 1.01              |  | 62   | 62               | 62               | 1.01              | 62   | 62               | 62               | 1.01              | 58  | 58              | 57              |
| 102  | 93               | 112              | 1.21              |  | 83 <sup>y</sup>  | 77 <sup>y</sup>  | 90 <sup>y</sup>  | 1.16 <sup>y</sup> | 147  | 136              | 160              | 1.18              | ...   | ...             | ...             |
| 74   | 73               | 75               | 1.03              |  | 57   | 56               | 58               | 1.04              | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 86   | 87               | 85               | 0.97              |  | ...  | ...              | ...              | ...               | 86   | 87               | 85               | 0.97              | 100   | 100             | 100             |
| 89   | 88               | 90               | 1.01              |  | 84   | 83               | 85               | 1.02              | ...  | ...              | ...              | ...               | 100   | 100             | 100             |
| 87*  | 89*              | 86*              | 0.97*             |  | 70*  | 70*              | 70*              | 1.00*             | 87*  | 89*              | 86*              | 0.97*             | 81*,z   | 80*,z           | 82*,z           |
| 118  | 132              | 106              | 0.80              |  | 73   | 80               | 68               | 0.85              | 118  | 132              | 106              | 0.80              | 100   | 101             | 100             |
| 62 <sup>z</sup>  | 62 <sup>z</sup>  | 62 <sup>z</sup>  | 1.01 <sup>z</sup> |  | 54 <sup>z</sup>  | 54 <sup>z</sup>  | 54 <sup>z</sup>  | 1.01 <sup>z</sup> | 62 <sup>z</sup>  | 62 <sup>z</sup>  | 62 <sup>z</sup>  | 1.01 <sup>z</sup> | 95 <sup>z</sup>   | 95 <sup>z</sup> | 95 <sup>z</sup> |
| 58   | 58               | 59               | 1.01              |  | 51   | 51               | 52               | 1.02              | 63   | 63               | 63               | 1.01              | ...   | ...             | ...             |
| North America and Western Europe                               |                  |                  |                   |  |  |                  |                  |                   |  |                  |                  |                   |   |                 |                 |
| 113  | 112              | 114              | 1.01              |  | 95   | 96               | 94               | 0.98              | 113  | 112              | 114              | 1.01              | ...   | ...             | ...             |
| 91   | 92               | 91               | 0.99              |  | 87   | 87               | 86               | 0.99              | 91   | 92               | 91               | 0.99              | ...   | ...             | ...             |
| 121  | 121              | 121              | 1.00              |  | 100  | 100              | 100              | 1.00              | 121  | 121              | 121              | 1.00              | ...   | ...             | ...             |
| ...  | ...              | ...              | ...               |  | ...  | ...              | ...              | ...               | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 65   | 66               | 64               | 0.97              |  | 60   | 61               | 60               | 0.98              | 65   | 66               | 64               | 0.97              | ...   | ...             | ...             |
| 93   | 93               | 94               | 1.01              |  | 89   | 88               | 91               | 1.03              | 93   | 93               | 94               | 1.01              | ...   | ...             | ...             |
| 59   | 60               | 59               | 0.99              |  | 59   | 59               | 59               | 1.00              | 59   | 60               | 59               | 0.99              | ...   | ...             | ...             |
| 118  | 118              | 118              | 1.00              |  | 100 <sup>z</sup>   | 100 <sup>z</sup> | 100 <sup>z</sup> | 1.00 <sup>z</sup> | 118  | 118              | 118              | 1.00              | ...   | ...             | ...             |
| 98   | 98               | 97               | 0.99              |  | 95   | 96               | 95               | 0.99              | 98   | 98               | 97               | 0.99              | ...   | ...             | ...             |
| 67   | 66               | 68               | 1.02              |  | 67   | 66               | 68               | 1.02              | 67   | 66               | 68               | 1.02              | ...   | ...             | ...             |
| 94 <sup>z</sup>  | 95 <sup>z</sup>  | 94 <sup>z</sup>  | 1.00 <sup>z</sup> |  | 94 <sup>z</sup>  | 95 <sup>z</sup>  | 94 <sup>z</sup>  | 1.00 <sup>z</sup> | 94 <sup>z</sup>  | 95 <sup>z</sup>  | 94 <sup>z</sup>  | 1.00 <sup>z</sup> | ...   | ...             | ...             |
| ...  | ...              | ...              | ...               |  | ...  | ...              | ...              | ...               | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 92   | 93               | 92               | 1.00              |  | 85   | 85               | 86               | 1.01              | 92   | 93               | 92               | 1.00              | ...   | ...             | ...             |
| 104  | 105              | 103              | 0.98              |  | 99   | 100              | 98               | 0.98              | 104  | 105              | 103              | 0.98              | ...   | ...             | ...             |
| 86   | 85               | 86               | 1.00              |  | 84   | 83               | 84               | 1.01              | 86   | 85               | 86               | 1.00              | ...   | ...             | ...             |
| 101  | 99               | 103              | 1.05              |  | 86   | 85               | 88               | 1.04              | 101  | 99               | 103              | 1.05              | ...   | ...             | ...             |
| ...  | ...              | ...              | ...               |  | ...  | ...              | ...              | ...               | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 90   | 91               | 90               | 0.98              |  | 90   | 91               | 90               | 0.98              | 90   | 91               | 90               | 0.98              | ...   | ...             | ...             |
| 88   | ...              | ...              | ...               |  | 88   | ...              | ...              | ...               | 88   | ...              | ...              | ...               | ...   | ...             | ...             |
| 77   | 76               | 78               | 1.03              |  | 76   | 75               | 77               | 1.03              | 77   | 76               | 78               | 1.03              | ...   | ...             | ...             |
| ...  | ...              | ...              | ...               |  | ...  | ...              | ...              | ...               | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 114  | 114              | 114              | 1.00              |  | 98   | 97               | 98               | 1.01              | 114  | 114              | 114              | 1.00              | ...   | ...             | ...             |
| 88   | 89               | 88               | 0.99              |  | 88   | 88               | 88               | 0.99              | 88   | 89               | 88               | 0.99              | ...   | ...             | ...             |
| 99   | 99               | 98               | 1.00              |  | 74   | 74               | 73               | 0.99              | 99   | 99               | 98               | 1.00              | ...   | ...             | ...             |
| 59   | 58               | 59               | 1.01              |  | 54   | 54               | 54               | 1.01              | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 61   | 64               | 59               | 0.93              |  | 56   | 58               | 54               | 0.94              | 61   | 64               | 59               | 0.93              | ...   | ...             | ...             |
| South and West Asia  |                  |                  |                   |  |  |                  |                  |                   |  |                  |                  |                   |   |                 |                 |
| 0.7 <sup>z</sup>   | 0.7 <sup>z</sup> | 0.6 <sup>z</sup> | 0.80 <sup>z</sup> |  | ...  | ...              | ...              | ...               | 0.7 <sup>z</sup>   | 0.7 <sup>z</sup> | 0.6 <sup>z</sup> | 0.80 <sup>z</sup> | ...   | ...             | ...             |
| 11 <sup>z</sup>  | 11 <sup>z</sup>  | 11 <sup>z</sup>  | 1.01 <sup>z</sup> |  | 10 <sup>z</sup>  | 10 <sup>z</sup>  | 10 <sup>z</sup>  | 1.01 <sup>z</sup> | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| ...  | ...              | ...              | ...               |  | ...  | ...              | ...              | ...               | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 41   | 41               | 41               | 1.01              |  | ...  | ...              | ...              | ...               | 41   | 41               | 41               | 1.01              | ...   | ...             | ...             |
| 46   | 43               | 48               | 1.11              |  | 27 <sup>y</sup>  | 26 <sup>y</sup>  | 29 <sup>y</sup>  | 1.13 <sup>y</sup> | 46   | 43               | 48               | 1.11              | 31  | 34              | 29              |
| 49   | 49               | 49               | 1.01              |  | 42   | 42               | 42               | 1.00              | 49   | 49               | 49               | 1.01              | 82  | 83              | 81              |
| 27   | 29               | 26               | 0.91              |  | ...  | ...              | ...              | ...               | 27   | 29               | 26               | 0.91              | 19  | 19              | 18              |
| 50   | 53               | 48               | 0.90              |  | 41   | 44               | 39               | 0.89              | ...  | ...              | ...              | ...               | 57  | 52              | 63              |
| ...  | ...              | ...              | ...               |  | ...  | ...              | ...              | ...               | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| Sub-Saharan Africa   |                  |                  |                   |  |  |                  |                  |                   |  |                  |                  |                   |   |                 |                 |
| ...  | ...              | ...              | ...               |  | ...  | ...              | ...              | ...               | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 5  | 5                | 5                | 1.02              |  | 3  | 3                | 3                | 1.03              | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| ...  | ...              | ...              | ...               |  | ...  | ...              | ...              | ...               | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 2  | 2                | 2                | 0.99              |  | ...  | ...              | ...              | ...               | 2  | 2                | 2                | 0.99              | 3 <sup>z</sup>  | 3 <sup>z</sup>  | 3 <sup>z</sup>  |
| 2  | 2                | 2                | 0.98              |  | ...  | ...              | ...              | ...               | 2  | 2                | 2                | 0.98              | 3   | 3               | 3               |
| 24*  | 24*              | 24*              | 0.99*             |  | ...  | ...              | ...              | ...               | 24*  | 24*              | 24*              | 0.99*             | ...   | ...             | ...             |
| 54   | 54               | 54               | 1.00              |  | 51   | 51               | 51               | 1.00              | 54   | 54               | 54               | 1.00              | 81  | 80              | 82              |
| 2 <sup>z</sup>   | 2 <sup>z</sup>   | 2 <sup>z</sup>   | 1.04 <sup>z</sup> |  | 2 <sup>z</sup>   | 2 <sup>z</sup>   | 2 <sup>z</sup>   | 1.04 <sup>z</sup> | 2 <sup>z</sup>   | 2 <sup>z</sup>   | 2 <sup>z</sup>   | 1.04 <sup>z</sup> | ...   | ...             | ...             |
| 0.8  | 1                | 0.5              | 0.48              |  | ...  | ...              | ...              | ...               | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 3  | 3                | 3                | 0.96              |  | ...  | ...              | ...              | ...               | ...  | ...              | ...              | ...               | ...   | ...             | ...             |
| 6  | 6                | 6                | 1.03              |  | 6  | 6                | 6                | 1.03              | 6  | 6                | 6                | 1.03              | 12  | 11              | 13              |
| 3*.y   | 3*.y             | 3*.y             | 0.96*.y           |  | 3*.y   | 3*.y             | 3*.y             | 0.96*.y           | 3*.y   | 3*.y             | 3*.y             | 0.96*.y           | ...   | ...             | ...             |

Table 3B (continued)

|     | Country or territory         | Age group<br>2005 | ENROLMENT IN<br>PRE-PRIMARY EDUCATION |     |                  |                 | Enrolment in private<br>institutions as %<br>of total enrolment |                  | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |      |        |              |
|-----|------------------------------|-------------------|---------------------------------------|-----|------------------|-----------------|---|------------------|--|------|--------|--------------|
|     |                              |                   | School year ending in                 |     |                  |                 | School year ending in   |                  | School year ending in  |      |        |              |
|     |                              |                   | 1999                                  |     | 2005             |                 | 1999  |                  | 1999   |      |        |              |
|     |                              |                   | Total<br>(000)                        | % F | Total<br>(000)   | % F             |   |                  | Total  | Male | Female | GPI<br>(F/M) |
| 171 | Democratic Rep. of the Congo | 3-5               | ...                                   | ... | 71 <sup>Y</sup>  | 50 <sup>Y</sup> | ...   | 84 <sup>Y</sup>  | ...  | ...  | ...    | ...          |
| 172 | Equatorial Guinea            | 3-6               | 17                                    | 51  | 25               | 45              | 37  | 49               | 31   | 31   | 32     | 1.04         |
| 173 | Eritrea                      | 5-6               | 12                                    | 47  | 31               | 50              | 97  | 48               | 6  | 6    | 5      | 0.88         |
| 174 | Ethiopia                     | 4-6               | 90                                    | 49  | 158              | 48              | 100   | 100              | 1  | 1    | 1      | 0.97         |
| 175 | Gabon                        | 3-5               | ...                                   | ... | ...              | ...             | ...   | ...              | ...  | ...  | ...    | ...          |
| 176 | Gambia                       | 3-6               | 29                                    | 47  | 30 <sup>Z</sup>  | 50 <sup>Z</sup> | ...   | 100 <sup>Z</sup> | 20   | 21   | 19     | 0.91         |
| 177 | Ghana                        | 3-5               | 667                                   | 49  | 996              | 50              | 33  | 34               | 40   | 40   | 40     | 1.02         |
| 178 | Guinea                       | 3-6               | ...                                   | ... | 76               | 49              | ...   | 91 <sup>Z</sup>  | ...  | ...  | ...    | ...          |
| 179 | Guinea-Bissau                | 4-6               | 4                                     | 51  | ...              | ...             | 62  | ...              | 3  | 3    | 3      | 1.05         |
| 180 | Kenya                        | 3-5               | 1 188                                 | 50  | 1 643            | 49              | 10  | 31               | 44   | 44   | 44     | 1.00         |
| 181 | Lesotho                      | 3-5               | 33                                    | 52  | 45               | 51              | 100   | 100              | 23   | 23   | 24     | 1.08         |
| 182 | Liberia                      | 3-5               | 112                                   | 42  | ...              | ...             | 39  | ...              | 41   | 47   | 35     | 0.74         |
| 183 | Madagascar                   | 3-5               | 50                                    | 51  | 171 <sup>Z</sup> | ...             | 93  | 90 <sup>Y</sup>  | 3  | 3    | 3      | 1.02         |
| 184 | Malawi                       | 3-5               | ...                                   | ... | ...              | ...             | ...   | ...              | ...  | ...  | ...    | ...          |
| 185 | Mali                         | 3-6               | 21                                    | 51  | 46               | 49              | ...   | ...              | 1  | 1    | 1      | 1.09         |
| 186 | Mauritius                    | 3-4               | 42                                    | 50  | 37               | 49              | 85  | 83               | 100  | 99   | 101    | 1.02         |
| 187 | Mozambique                   | 3-5               | ...                                   | ... | ...              | ...             | ...   | ...              | ...  | ...  | ...    | ...          |
| 188 | Namibia                      | 3-5               | 35                                    | 53  | 48 <sup>Z</sup>  | 52 <sup>Z</sup> | 100   | 100 <sup>Z</sup> | 19   | 18   | 21     | 1.16         |
| 189 | Niger                        | 4-6               | 12                                    | 50  | 20               | 50              | 33  | 32               | 1  | 1    | 1      | 1.05         |
| 190 | Nigeria                      | 3-5               | ...                                   | ... | 1 860            | 49              | ...   | ...              | ...  | ...  | ...    | ...          |
| 191 | Rwanda                       | 4-6               | ...                                   | ... | ...              | ...             | ...   | ...              | ...  | ...  | ...    | ...          |
| 192 | Sao Tome and Principe        | 3-6               | 4                                     | 51  | 5                | 51              | —   | —                | 27   | 26   | 28     | 1.09         |
| 193 | Senegal                      | 4-6               | 24                                    | 50  | 79               | 52              | 68  | 68               | 3  | 3    | 3      | 1.00         |
| 194 | Seychelles <sup>1</sup>      | 4-5               | 3                                     | 49  | 3                | 51              | 5   | 5 <sup>Y</sup>   | 109  | 107  | 111    | 1.04         |
| 195 | Sierra Leone                 | 3-5               | ...                                   | ... | ...              | ...             | ...   | ...              | ...  | ...  | ...    | ...          |
| 196 | Somalia                      | 3-5               | ...                                   | ... | ...              | ...             | ...   | ...              | ...  | ...  | ...    | ...          |
| 197 | South Africa                 | 6-6               | 207                                   | 50  | 387 <sup>Z</sup> | 50 <sup>Z</sup> | 26  | 7 <sup>Z</sup>   | 20   | 20   | 20     | 1.01         |
| 198 | Swaziland                    | 3-5               | ...                                   | ... | 15 <sup>Z</sup>  | 49 <sup>Z</sup> | ...   | — <sup>Z</sup>   | ...  | ...  | ...    | ...          |
| 199 | Togo                         | 3-5               | 11                                    | 50  | 13 <sup>Z</sup>  | 50 <sup>Z</sup> | 53  | 59 <sup>Z</sup>  | 2  | 2    | 2      | 0.99         |
| 200 | Uganda                       | 4-5               | 66                                    | 50  | 30               | 50              | 100   | 100              | 4  | 4    | 4      | 1.00         |
| 201 | United Republic of Tanzania  | 5-6               | ...                                   | ... | 669              | 50              | ...   | 2                | ...  | ...  | ...    | ...          |
| 202 | Zambia                       | 3-6               | ...                                   | ... | ...              | ...             | ...   | ...              | ...  | ...  | ...    | ...          |
| 203 | Zimbabwe                     | 3-5               | 439                                   | 51  | 448 <sup>Y</sup> | ...             | ...   | ...              | 41   | 40   | 41     | 1.03         |

|      |                                  |     | Sum     | % F | Sum     | % F | Median |     | Weighted average |    |    |      |
|------|----------------------------------|-----|---------|-----|---------|-----|--------|-----|------------------|----|----|------|
|      |                                  |     |         |     |         |     |        |     |                  |    |    |      |
| I    | World                            | ... | 112 289 | 48  | 132 010 | 48  | 29     | 32  | 33               | 34 | 33 | 0.96 |
| II   | Countries in transition          | ... | 7 070   | 47  | 7 187   | 47  | 0.04   | 1   | 46               | 48 | 45 | 0.94 |
| III  | Developed countries              | ... | 25 367  | 49  | 25 636  | 48  | 8      | 8   | 73               | 74 | 73 | 0.99 |
| IV   | Developing countries             | ... | 79 851  | 47  | 99 188  | 48  | 47     | 47  | 28               | 28 | 27 | 0.95 |
| V    | Arab States                      | ... | 2 441   | 43  | 2 885   | 46  | 83     | 75  | 15               | 17 | 13 | 0.77 |
| VI   | Central and Eastern Europe       | ... | 9 292   | 48  | 9 322   | 48  | 0.7    | 2   | 49               | 50 | 48 | 0.97 |
| VII  | Central Asia                     | ... | 1 450   | 47  | 1 483   | 48  | 0.1    | 0.5 | 22               | 23 | 22 | 0.92 |
| VIII | East Asia and the Pacific        | ... | 37 027  | 47  | 35 775  | 47  | 48     | 45  | 40               | 41 | 40 | 0.98 |
| IX   | East Asia                        | ... | 36 611  | 47  | 35 252  | 47  | 57     | 58  | 40               | 41 | 40 | 0.98 |
| X    | Pacific                          | ... | 416     | 49  | 523     | 48  | ...    | 20  | 57               | 57 | 57 | 1.00 |
| XI   | Latin America and the Caribbean  | ... | 16 392  | 49  | 19 126  | 49  | 29     | 41  | 56               | 55 | 56 | 1.01 |
| XII  | Caribbean                        | ... | 672     | 50  | 794     | 51  | 88     | 79  | 71               | 69 | 72 | 1.04 |
| XIII | Latin America                    | ... | 15 720  | 49  | 18 332  | 49  | 23     | 21  | 55               | 55 | 56 | 1.01 |
| XIV  | North America and Western Europe | ... | 19 133  | 48  | 19 476  | 48  | 26     | 19  | 76               | 76 | 75 | 0.98 |
| XV   | South and West Asia              | ... | 21 425  | 46  | 35 689  | 49  | ...    | 46  | 22               | 23 | 21 | 0.91 |
| XVI  | Sub-Saharan Africa               | ... | 5 129   | 49  | 8 256   | 49  | 53     | 49  | 10               | 10 | 9  | 0.98 |

1. National population data were used to calculate enrolment ratios.

2. Enrolment and population data exclude Transnistria.

3. For the first time, data include French overseas departments and territories (DOM-TOM).

4. Enrolment ratios were not calculated due to lack of United Nations population data by age.

5. The decline in enrolment is essentially due to a reclassification of programmes. From 2004, it was decided to include children categorized as age '4 rising 5' (those who are under 5 but over 4.5) in primary education enrolment rather than pre-primary enrolment even if they started the school year at the latter level. Such children typically (though not always) start primary school reception classes in the second or third term of the school year.

Table 3B

| GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |                 |                 |                   |  | NET ENROLMENT RATIO (NER)<br>IN PRE-PRIMARY EDUCATION<br>(%) |                 |                 |                   | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY AND OTHER<br>ECCE PROGRAMMES (%) |                 |                 |                   | NEW ENTRANTS TO THE FIRST<br>GRADE OF PRIMARY EDUCATION<br>WITH ECCE EXPERIENCE (%) |                |                |
|--|-----------------|-----------------|-------------------|--|--|-----------------|-----------------|-------------------|--|-----------------|-----------------|-------------------|---|----------------|----------------|
| School year ending in  |                 |                 |                   |  | School year ending in  |                 |                 |                   | School year ending in  |                 |                 |                   | School year ending in   |                |                |
| 2005   |                 |                 |                   |  | 2005   |                 |                 |                   | 2005   |                 |                 |                   | 2005  |                |                |
| Total  | Male            | Female          | GPI<br>(F/M)      |  | Total  | Male            | Female          | GPI<br>(F/M)      | Total  | Male            | Female          | GPI<br>(F/M)      | Total   | Male           | Female         |
| 1Y   | 1Y              | 1Y              | 1.01Y             |  | 1Y   | 1Y              | 1Y              | 1.01Y             | ...  | ...             | ...             | ...               | ...   | ...            | 171            |
| 41   | 45              | 37              | 0.83              |  | 39Y  | ...             | ...             | ...               | 41   | 45              | 37              | 0.83              | 70  | 67             | 72             |
| 12   | 12              | 12              | 1.02              |  | 8  | 8               | 9               | 1.01              | 16   | 16              | 17              | 1.03              | ...   | ...            | 173            |
| <b>2</b>   | <b>2</b>        | <b>2</b>        | <b>0.94</b>       |  | ...  | ...             | ...             | ...               | <b>2</b>   | <b>2</b>        | <b>2</b>        | <b>0.94</b>       | ...   | ...            | 174            |
| ...  | ...             | ...             | ...               |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | ...   | ...            | 175            |
| 18 <sup>z</sup>  | 18 <sup>z</sup> | 19 <sup>z</sup> | 1.03 <sup>z</sup> |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | ...   | ...            | 176            |
| <b>56</b>  | <b>55</b>       | <b>57</b>       | <b>1.05</b>       |  | <b>36</b>  | <b>35</b>       | <b>37</b>       | <b>1.05</b>       | <b>65</b>  | <b>63</b>       | <b>68</b>       | <b>1.09</b>       | ...   | ...            | 177            |
| 7  | 7               | 7               | 1.02              |  | 6  | 6               | 6               | 1.02              | 7  | 7               | 7               | 1.02              | 17  | 17             | 18             |
| ...  | ...             | ...             | ...               |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | ...   | ...            | 179            |
| 52   | 52              | 52              | 0.99              |  | 29   | 28              | 29              | 1.02              | 52   | 52              | 52              | 0.99              | ...   | ...            | 180            |
| 34   | 33              | 35              | 1.06              |  | 27   | 26              | 28              | 1.07              | 34   | 33              | 35              | 1.06              | ...   | ...            | 181            |
| ...  | ...             | ...             | ...               |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | ...   | ...            | 182            |
| 10 <sup>z</sup>  | ...             | ...             | ...               |  | 10 <sup>z</sup>  | ...             | ...             | ...               | 10 <sup>z</sup>  | ...             | ...             | ...               | ...   | ...            | 183            |
| ...  | ...             | ...             | ...               |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | ...   | ...            | 184            |
| 3  | 3               | 3               | 1.01              |  | ...  | ...             | ...             | ...               | 3  | 3               | 3               | 1.01              | 7   | 6              | 7              |
| 95   | 95              | 96              | 1.01              |  | 85   | 85              | 86              | 1.01              | 95   | 95              | 96              | 1.01              | 100   | 100            | 100            |
| ...  | ...             | ...             | ...               |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | ...   | ...            | 187            |
| 29 <sup>z</sup>  | 27 <sup>z</sup> | 30 <sup>z</sup> | 1.12 <sup>z</sup> |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | . <sup>z</sup>  | . <sup>z</sup> | . <sup>z</sup> |
| 1  | 1               | 1               | 1.05              |  | 0.9  | 0.9             | 0.9             | 1.05              | 1  | 1               | 1               | 1.05              | 19Y   | 19Y            | 19Y            |
| 15   | 15              | 15              | 0.99              |  | 11 <sup>z</sup>  | 11 <sup>z</sup> | 11 <sup>z</sup> | 0.97 <sup>z</sup> | ...  | ...             | ...             | ...               | ...   | ...            | 190            |
| ...  | ...             | ...             | ...               |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | ...   | ...            | 191            |
| 32   | 31              | 33              | 1.06              |  | 32   | 31              | 33              | 1.06              | 44   | 43              | 45              | 1.05              | ...   | ...            | 192            |
| 8  | 7               | 8               | 1.11              |  | 4  | 4               | 5               | 1.11              | ...  | ...             | ...             | ...               | 4 <sup>z</sup>  | 4 <sup>z</sup> | 5 <sup>z</sup> |
| 109  | 110             | 109             | 0.98              |  | 96   | 97              | 95              | 0.99              | 109  | 110             | 109             | 0.98              | 100Y  | 100Y           | 100Y           |
| ...  | ...             | ...             | ...               |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | ...   | ...            | 195            |
| ...  | ...             | ...             | ...               |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | ...   | ...            | 196            |
| 37 <sup>z</sup>  | 37 <sup>z</sup> | 38 <sup>z</sup> | 1.03 <sup>z</sup> |  | 16Y  | 16Y             | 16Y             | 1.02Y             | 57 <sup>z</sup>  | 56 <sup>z</sup> | 58 <sup>z</sup> | 1.03 <sup>z</sup> | ...   | ...            | 197            |
| 18 <sup>z</sup>  | 18 <sup>z</sup> | 18 <sup>z</sup> | 0.99 <sup>z</sup> |  | 12 <sup>z</sup>  | 12 <sup>z</sup> | 12 <sup>z</sup> | 0.99 <sup>z</sup> | 18 <sup>z</sup>  | 18 <sup>z</sup> | 18 <sup>z</sup> | 0.99 <sup>z</sup> | ...   | ...            | 198            |
| 2 <sup>z</sup>   | 2 <sup>z</sup>  | 2 <sup>z</sup>  | 0.98 <sup>z</sup> |  | 2 <sup>z</sup>   | 2 <sup>z</sup>  | 2 <sup>z</sup>  | 0.98 <sup>z</sup> | 2 <sup>z</sup>   | 2 <sup>z</sup>  | 2 <sup>z</sup>  | 0.98 <sup>z</sup> | ...   | ...            | 199            |
| 1  | 1               | 1               | 1.01              |  | 0.9  | 0.9             | 0.9             | 1.01              | ...  | ...             | ...             | ...               | ...   | ...            | 200            |
| <b>30</b>  | <b>29</b>       | <b>30</b>       | <b>1.03</b>       |  | 29   | 29              | 29              | 1.02              | ...  | ...             | ...             | ...               | ...   | ...            | 201            |
| ...  | ...             | ...             | ...               |  | ...  | ...             | ...             | ...               | ...  | ...             | ...             | ...               | 21  | 20             | 22             |
| 43Y  | ...             | ...             | ...               |  | ...  | ...             | ...             | ...               | 43Y  | ...             | ...             | ...               | ...   | ...            | 203            |

| Weighted average |    |    |      |  | Median |     |     |     | Median |     |     |     | Median |     |      |
|------------------|----|----|------|--|--------|-----|-----|-----|--------|-----|-----|-----|--------|-----|------|
| 40               | 40 | 39 | 0.97 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | I    |
| 60               | 62 | 58 | 0.94 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | II   |
| 78               | 79 | 77 | 0.98 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | III  |
| 34               | 35 | 34 | 0.97 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | IV   |
| 17               | 18 | 16 | 0.88 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | V    |
| 59               | 60 | 57 | 0.96 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | VI   |
| 28               | 28 | 27 | 0.95 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | VII  |
| 43               | 44 | 42 | 0.95 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | VIII |
| 43               | 44 | 42 | 0.95 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | IX   |
| 72               | 73 | 72 | 1.00 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | X    |
| 62               | 62 | 62 | 1.00 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | XI   |
| 83               | 80 | 85 | 1.06 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | XII  |
| 61               | 61 | 61 | 0.99 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | XIII |
| 79               | 80 | 78 | 0.97 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | XIV  |
| 37               | 37 | 37 | 1.00 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | XV   |
| 14               | 14 | 13 | 0.97 |  | ...    | ... | ... | ... | ...    | ... | ... | ... | ...    | ... | XVI  |

6. Enrolment ratios were not calculated due to inconsistencies between enrolment and the United Nations population data.

Data in italic are UIS estimates.  
Data in bold are for the school year ending in 2006.

(z) Data are for the school year ending in 2004.  
(y) Data are for the school year ending in 2003.  
(\*) National estimates.

Table 4  
Access to primary education

| Country or territory                   | Compulsory education (age group) | Legal guarantees of free education <sup>1</sup> | New entrants (000)    |                  | GROSS INTAKE RATE (GIR) IN PRIMARY EDUCATION [%] |      |        |           |                  |                  |                  |                   |
|--|----------------------------------|---|-----------------------|------------------|--|------|--------|-----------|------------------|------------------|------------------|-------------------|
|  |                                  |   | School year ending in |                  | School year ending in                            |      |        |           |                  |                  |                  |                   |
|  |                                  |   | 1999                  | 2005             | 1999   |      |        |           | 2005             |                  |                  |                   |
|  |                                  |   |                       |                  | Total  | Male | Female | GPI (F/M) | Total            | Male             | Female           | GPI (F/M)         |
| Arab States                            |                                  |   |                       |                  |  |      |        |           |                  |                  |                  |                   |
| Algeria <sup>2</sup>                   | 6-16                             | Yes   | 745                   | 598              | 101  | 102  | 100    | 0.98      | 101              | 102              | 99               | 0.97              |
| Bahrain                                | 6-15                             | Yes   | 13                    | 14               | 101  | 99   | 103    | 1.04      | 104              | 104              | 104              | 1.00              |
| Djibouti                               | 6-15                             | No  | 6                     | 9                | 30   | 34   | 25     | 0.74      | 43               | 45               | 40               | 0.89              |
| Egypt <sup>3</sup>                     | 6-13                             | Yes   | 1 451                 | 1 659            | 92   | 94   | 90     | 0.96      | 102              | 104              | 100              | 0.96              |
| Iraq                                   | 6-11                             | Yes   | 709                   | 844              | 102  | 109  | 95     | 0.88      | 107              | 110              | 103              | 0.94              |
| Jordan <sup>2</sup>                    | 6-16                             | Yes   | 126                   | 127              | 102  | 101  | 102    | 1.00      | 85               | 85               | 85               | 1.01              |
| Kuwait <sup>2</sup>                    | 6-14                             | Yes   | 35                    | 40               | 97   | 97   | 98     | 1.01      | 93               | 93               | 92               | 0.99              |
| Lebanon <sup>2, 3</sup>                | 6-12                             | Yes   | 71                    | 72               | 102  | 106  | 98     | 0.92      | 101              | 102              | 100              | 0.98              |
| Libyan Arab Jamahiriya <sup>2</sup>    | 6-15                             | Yes   | ...                   | ...              | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Mauritania <sup>3</sup>                | 6-14                             | Yes   | ...                   | 97               | ...  | ...  | ...    | ...       | 112              | 112              | 113              | 1.01              |
| Morocco                                | 6-14                             | Yes   | 731                   | 628              | 112  | 115  | 109    | 0.94      | 99               | 101              | 97               | 0.96              |
| Oman                                   | 6-15                             | Yes   | 52                    | 44               | 86   | 86   | 86     | 1.00      | 74               | 74               | 75               | 1.01              |
| Palestinian A. T.                      | 6-15                             | ...   | 95                    | 95               | 105  | 104  | 106    | 1.01      | 82               | 82               | 82               | 0.99              |
| Qatar <sup>3</sup>                     | 6-14                             | Yes   | 11                    | 12               | 111  | 112  | 109    | 0.98      | 106              | 106              | 105              | 0.99              |
| Saudi Arabia                           | 6-11                             | Yes   | ...                   | 536              | ...  | ...  | ...    | ...       | 87               | 85               | 89               | 1.05              |
| Sudan <sup>3</sup>                     | 6-13                             | Yes   | ...                   | 642              | ...  | ...  | ...    | ...       | 67               | 72               | 62               | 0.86              |
| Syrian Arab Republic <sup>2</sup>      | 6-12                             | Yes   | 466                   | 561              | 107  | 110  | 103    | 0.94      | 121              | 123              | 119              | 0.97              |
| Tunisia                                | 6-16                             | Yes   | 204                   | 165              | 101  | 101  | 100    | 1.00      | 100              | 99               | 101              | 1.01              |
| United Arab Emirates <sup>3</sup>      | 6-15                             | Yes   | 47                    | 56               | 91   | 93   | 90     | 0.97      | 89               | 89               | 89               | 1.00              |
| Yemen <sup>3</sup>                     | 6-14                             | Yes   | 440                   | 691 <sup>2</sup> | 78   | 91   | 65     | 0.71      | 110 <sup>2</sup> | 122 <sup>2</sup> | 97 <sup>2</sup>  | 0.80 <sup>2</sup> |
| Central and Eastern Europe             |                                  |   |                       |                  |  |      |        |           |                  |                  |                  |                   |
| Albania <sup>3</sup>                   | 6-13                             | Yes   | 67                    | 56 <sup>2</sup>  | 102  | 103  | 102    | 0.99      | 99 <sup>2</sup>  | 99 <sup>2</sup>  | 99 <sup>2</sup>  | 0.99 <sup>2</sup> |
| Belarus <sup>3</sup>                   | 6-16                             | Yes   | 173                   | 89               | 131  | 132  | 130    | 0.99      | 104              | 105              | 103              | 0.98              |
| Bosnia and Herzegovina <sup>3</sup>    | ...                              | Yes   | ...                   | ...              | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Bulgaria <sup>2, 3</sup>               | 7-16                             | Yes   | 93                    | 63               | 101  | 102  | 100    | 0.98      | 96               | 98               | 95               | 0.98              |
| Croatia <sup>3</sup>                   | 7-15                             | Yes   | 50                    | 49 <sup>Y</sup>  | 94   | 95   | 93     | 0.98      | 98 <sup>Y</sup>  | 99 <sup>Y</sup>  | 97 <sup>Y</sup>  | 0.98 <sup>Y</sup> |
| Czech Republic                         | 6-15                             | Yes   | 124                   | 90               | 101  | 102  | 100    | 0.98      | 102              | 102              | 102              | 1.00              |
| Estonia                                | 7-15                             | Yes   | 18                    | 12               | 100  | 100  | 99     | 0.98      | 101              | 102              | 99               | 0.97              |
| Hungary                                | 7-16                             | Yes   | 127                   | 100              | 102  | 104  | 100    | 0.97      | 96               | 97               | 95               | 0.98              |
| Latvia <sup>3</sup>                    | 7-15                             | Yes   | 32                    | 18               | 96   | 96   | 96     | 0.99      | 93               | 93               | 93               | 1.00              |
| Lithuania <sup>2</sup>                 | 7-16                             | Yes   | 54                    | 36               | 105  | 105  | 104    | 0.99      | 97               | 97               | 96               | 0.99              |
| Poland <sup>2, 4</sup>                 | 7-18                             | Yes   | 535                   | 404              | 101  | 101  | 100    | 0.99      | 97               | 97               | 97               | 1.00              |
| Republic of Moldova <sup>3, 5, 6</sup> | 6-16                             | Yes   | 62                    | 41               | 99   | 99   | 99     | 1.00      | 92               | 93               | 91               | 0.98              |
| Romania <sup>3</sup>                   | 7-14                             | Yes   | 269                   | 217              | 94   | 94   | 94     | 0.99      | 99               | 100              | 98               | 0.99              |
| Russian Federation <sup>3</sup>        | 6-15                             | Yes   | 1 659                 | 1 271            | 86   | ...  | ...    | ...       | 97               | 98               | 96               | 0.98              |
| Serbia and Montenegro <sup>3, 5</sup>  | 7-14                             | Yes   | ...                   | ...              | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Slovakia <sup>2</sup>                  | 6-16                             | Yes   | 75                    | 57               | 102  | 102  | 101    | 0.99      | 99               | 99               | 98               | 0.99              |
| Slovenia <sup>2</sup>                  | 6-15                             | Yes   | 21                    | 18               | 99   | 99   | 99     | 0.99      | 99               | 101              | 98               | 0.97              |
| TFYR Macedonia <sup>2, 3</sup>         | 7-15                             | Yes   | 32                    | 26               | 102  | 102  | 102    | 1.00      | 99               | 99               | 99               | 1.00              |
| Turkey <sup>3</sup>                    | 6-14                             | Yes   | ...                   | 1 340            | ...  | ...  | ...    | ...       | 92               | 94               | 90               | 0.96              |
| Ukraine <sup>3</sup>                   | 6-17                             | Yes   | 623                   | 426*             | 93   | 94   | 93     | 0.99      | 104*             | 104*             | 104*             | 1.00*             |
| Central Asia                           |                                  |   |                       |                  |  |      |        |           |                  |                  |                  |                   |
| Armenia <sup>3</sup>                   | 7-15                             | Yes   | ...                   | 41               | ...  | ...  | ...    | ...       | 100              | 98               | 102              | 1.04              |
| Azerbaijan <sup>3</sup>                | 6-17                             | Yes   | 175                   | 126              | 94   | 94   | 95     | 1.01      | 94               | 94               | 93               | 0.99              |
| Georgia <sup>3</sup>                   | 6-14                             | Yes   | 74                    | 54               | 99   | 99   | 100    | 1.02      | 104              | 103              | 105              | 1.02              |
| Kazakhstan                             | 7-17                             | Yes   | ...                   | 239              | ...  | ...  | ...    | ...       | 108              | 108              | 107              | 0.99              |
| Kyrgyzstan <sup>3</sup>                | 7-15                             | Yes   | 120*                  | 102              | 99*  | 99*  | 100*   | 1.02*     | 95               | 97               | 94               | 0.97              |
| Mongolia <sup>3</sup>                  | 7-16                             | Yes   | 70                    | 77               | 111  | 111  | 111    | 1.00      | 149              | 148              | 149              | 1.00              |
| Tajikistan <sup>3</sup>                | 7-15                             | Yes   | 177                   | 167              | 99   | 102  | 97     | 0.95      | 99               | 101              | 97               | 0.96              |
| Turkmenistan <sup>3</sup>              | 7-15                             | Yes   | ...                   | ...              | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Uzbekistan <sup>3</sup>                | 7-16                             | Yes   | ...                   | 596 <sup>2</sup> | ...  | ...  | ...    | ...       | 102 <sup>2</sup> | 102 <sup>2</sup> | 102 <sup>2</sup> | 1.00 <sup>2</sup> |
| East Asia and the Pacific              |                                  |   |                       |                  |  |      |        |           |                  |                  |                  |                   |
| Australia                              | 5-15                             | Yes   | ...                   | 269              | ...  | ...  | ...    | ...       | 105              | 105              | 105              | 0.99              |
| Brunei Darussalam                      | 5-16                             | No  | 8                     | 7                | 107  | 107  | 106    | 0.99      | 102              | 103              | 100              | 0.97              |
| Cambodia <sup>3</sup>                  | ...                              | Yes   | 404                   | 436              | 117  | 120  | 114    | 0.95      | 133              | 137              | 128              | 0.94              |
| China <sup>3, 7</sup>                  | 6-14                             | Yes   | ...                   | 16 764           | ...  | ...  | ...    | ...       | 88               | 90               | 87               | 0.97              |

Table 4

| NET INTAKE RATE (NIR)<br>IN PRIMARY EDUCATION<br>[%] |      |        |              |                 |                 |                 |                   | SCHOOL LIFE EXPECTANCY<br>(expected number of years of formal schooling<br>from primary to tertiary education) |      |        |                 |                 |                 | Country or territory                   |
|--|------|--------|--------------|-----------------|-----------------|-----------------|-------------------|--|------|--------|-----------------|-----------------|-----------------|--|
| School year ending in                                |      |        |              |                 |                 |                 |                   | School year ending in  |      |        |                 |                 |                 |  |
| 1999   |      |        |              | 2005            |                 |                 |                   | 1999   |      |        | 2005            |                 |                 |  |
| Total  | Male | Female | GPI<br>(F/M) | Total           | Male            | Female          | GPI<br>(F/M)      | Total  | Male | Female | Total           | Male            | Female          |  |
|  |      |        |              |                 |                 |                 |                   |  |      |        |                 |                 |                 |  |
| Arab States  |      |        |              |                 |                 |                 |                   |  |      |        |                 |                 |                 |  |
| 77   | 79   | 76     | 0.97         | 88              | 89              | 86              | 0.96              | ...  | ...  | ...    | 13              | 13              | 13              | Algeria <sup>2</sup>                   |
| 86   | 83   | 88     | 1.06         | 86              | 86              | 86              | 1.00              | 13   | 13   | 14     | 14              | 14              | 15              | Bahrain                                |
| 22   | 25   | 19     | 0.75         | 30              | 33              | 28              | 0.85              | 3  | 4    | 3      | 4               | 5               | 4               | Djibouti                               |
| ...  | ...  | ...    | ...          | 92 <sup>2</sup> | 92 <sup>2</sup> | 91 <sup>2</sup> | 0.99 <sup>2</sup> | 12   | ...  | ...    | 13              | ...             | ...             | Egypt <sup>3</sup>                     |
| 79   | 83   | 75     | 0.90         | 82              | 85              | 79              | 0.92              | 8  | 9    | 7      | 10              | 11              | 8               | Iraq                                   |
| 68   | 67   | 69     | 1.02         | 60 <sup>2</sup> | 60 <sup>2</sup> | 60 <sup>2</sup> | 1.00 <sup>2</sup> | ...  | ...  | ...    | 13              | 13              | 13              | Jordan <sup>2</sup>                    |
| 62   | 63   | 61     | 0.97         | 54              | 54              | 55              | 1.02              | 14   | 13   | 14     | 13              | 12              | 13              | Kuwait <sup>2</sup>                    |
| 75   | 77   | 74     | 0.95         | 75              | 77              | 74              | 0.97              | 13   | 13   | 13     | 14              | 14              | 15              | Lebanon <sup>2, 3</sup>                |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...  | ...  | ...    | 16 <sup>y</sup> | 16 <sup>y</sup> | 17 <sup>y</sup> | Libyan Arab Jamahiriya <sup>2</sup>    |
| ...  | ...  | ...    | ...          | 35              | 35              | 34              | 0.98              | 7  | ...  | ...    | 8               | 8               | 7               | Mauritania <sup>3</sup>                |
| 51   | 53   | 49     | 0.93         | 81              | 83              | 79              | 0.95              | 8  | 9    | 7      | 10              | 11              | 9               | Morocco                                |
| 70   | 69   | 70     | 1.01         | 53              | 52              | 53              | 1.01              | ...  | ...  | ...    | 11              | 11              | 11              | Oman                                   |
| ...  | ...  | ...    | ...          | 61              | 62              | 60              | 0.96              | 12   | 12   | 12     | 13              | 13              | 14              | Palestinian A. T.                      |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 13   | 12   | 14     | 13              | 13              | 14              | Qatar <sup>3</sup>                     |
| ...  | ...  | ...    | ...          | 48              | 47              | 49              | 1.04              | ...  | ...  | ...    | 13              | 13              | 13              | Saudi Arabia                           |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 5  | ...  | ...    | ...             | ...             | ...             | Sudan <sup>3</sup>                     |
| 60   | 61   | 60     | 0.98         | 62              | 62              | 61              | 0.98              | ...  | ...  | ...    | ...             | ...             | ...             | Syrian Arab Republic <sup>2</sup>      |
| ...  | ...  | ...    | ...          | 88 <sup>2</sup> | 88 <sup>2</sup> | 89 <sup>2</sup> | 1.02 <sup>2</sup> | 13   | 13   | 13     | 14              | 14              | 14              | Tunisia                                |
| 48   | 48   | 47     | 0.99         | 34              | 34              | 33              | 0.98              | 11   | 11   | 12     | 10 <sup>y</sup> | 10 <sup>y</sup> | 11 <sup>y</sup> | United Arab Emirates <sup>3</sup>      |
| 26   | 31   | 21     | 0.68         | ...             | ...             | ...             | ...               | 8  | 10   | 5      | 9               | 11              | 7               | Yemen <sup>3</sup>                     |
| Central and Eastern Europe                           |      |        |              |                 |                 |                 |                   |  |      |        |                 |                 |                 |  |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 11   | 11   | 11     | 11 <sup>2</sup> | 11 <sup>2</sup> | 12 <sup>2</sup> | Albania <sup>3</sup>                   |
| 76   | 77   | 76     | 0.99         | 88*             | 88*             | 87*             | 0.98*             | 14   | 13   | 14     | 15              | 14              | 15              | Belarus <sup>3</sup>                   |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...  | ...  | ...    | ...             | ...             | ...             | Bosnia and Herzegovina <sup>3</sup>    |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 13   | 13   | 13     | 13              | 13              | 13              | Bulgaria <sup>2, 3</sup>               |
| 68   | 69   | 66     | 0.97         | 71 <sup>y</sup> | 73 <sup>y</sup> | 70 <sup>y</sup> | 0.95 <sup>y</sup> | 12   | 12   | 12     | 13 <sup>y</sup> | 13 <sup>y</sup> | 13 <sup>y</sup> | Croatia <sup>3</sup>                   |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 13   | 13   | 14     | 15              | 15              | 15              | Czech Republic                         |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 14   | 14   | 15     | 16              | 15              | 17              | Estonia                                |
| ...  | ...  | ...    | ...          | 65              | 67              | 63              | 0.94              | 14   | 14   | 14     | 15              | 15              | 16              | Hungary                                |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 14   | 13   | 14     | 16              | 14              | 17              | Latvia <sup>3</sup>                    |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 14   | 14   | 15     | 16              | 15              | 17              | Lithuania <sup>2</sup>                 |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 15   | 14   | 15     | 15              | 15              | 16              | Poland <sup>2, 4</sup>                 |
| ...  | ...  | ...    | ...          | 73              | 74              | 72              | 0.98              | 11   | 11   | 12     | 12              | 11              | 12              | Republic of Moldova <sup>3, 5, 6</sup> |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 12   | 12   | 12     | 14              | 13              | 14              | Romania <sup>3</sup>                   |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...  | ...  | ...    | 14              | 13              | 14              | Russian Federation <sup>3</sup>        |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 13*  | 13*  | 13*    | ...             | ...             | ...             | Serbia and Montenegro <sup>3, 5</sup>  |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 13   | 13   | 13     | 14              | 14              | 15              | Slovakia <sup>2</sup>                  |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 15   | 14   | 15     | 17              | 16              | 18              | Slovenia <sup>2</sup>                  |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | 12   | 12   | 12     | 12              | 12              | 12              | TFYR Macedonia <sup>2, 3</sup>         |
| ...  | ...  | ...    | ...          | 72              | 73              | 71              | 0.97              | ...  | ...  | ...    | 11              | 12              | 10              | Turkey <sup>3</sup>                    |
| 66   | ...  | ...    | ...          | 78*             | 78*             | 78*             | 1.00*             | 13   | 12   | 13     | 14              | 14              | 14              | Ukraine <sup>3</sup>                   |
| Central Asia   |      |        |              |                 |                 |                 |                   |  |      |        |                 |                 |                 |  |
| ...  | ...  | ...    | ...          | 75 <sup>y</sup> | 73 <sup>y</sup> | 77 <sup>y</sup> | 1.05 <sup>y</sup> | ...  | ...  | ...    | 11              | 11              | 11              | Armenia <sup>3</sup>                   |
| ...  | ...  | ...    | ...          | 65              | 66              | 64              | 0.96              | 10   | 10   | 10     | 11              | 11              | 11              | Azerbaijan <sup>3</sup>                |
| 69   | 68   | 69     | 1.02         | 90 <sup>2</sup> | 90 <sup>2</sup> | 90 <sup>2</sup> | 1.00 <sup>2</sup> | 12   | 12   | 12     | 12              | 12              | 13              | Georgia <sup>3</sup>                   |
| ...  | ...  | ...    | ...          | 67 <sup>2</sup> | 69 <sup>2</sup> | 65 <sup>2</sup> | 0.95 <sup>2</sup> | 12   | 12   | 12     | 15              | 15              | 16              | Kazakhstan                             |
| 58*  | 59*  | 58*    | 0.99*        | 58              | 59              | 56              | 0.95              | 12   | 11   | 12     | 12              | 12              | 13              | Kyrgyzstan <sup>3</sup>                |
| 83   | 83   | 82     | 1.00         | 75              | 74              | 76              | 1.03              | 9  | 8    | 10     | 12              | 12              | 13              | Mongolia <sup>3</sup>                  |
| 93   | 95   | 90     | 0.95         | ...             | ...             | ...             | ...               | 10   | 11   | 9      | 11              | 12              | 10              | Tajikistan <sup>3</sup>                |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...  | ...  | ...    | ...             | ...             | ...             | Turkmenistan <sup>3</sup>              |
| ...  | ...  | ...    | ...          | 85 <sup>y</sup> | 85 <sup>y</sup> | 85 <sup>y</sup> | 1.0 <sup>y</sup>  | ...  | ...  | ...    | 11 <sup>2</sup> | 12 <sup>2</sup> | 11 <sup>2</sup> | Uzbekistan <sup>3</sup>                |
| East Asia and the Pacific                            |      |        |              |                 |                 |                 |                   |  |      |        |                 |                 |                 |  |
| ...  | ...  | ...    | ...          | 71              | 69              | 74              | 1.08              | 20   | 20   | 20     | 20              | 20              | 20              | Australia                              |
| ...  | ...  | ...    | ...          | 67              | 68              | 65              | 0.96              | 14   | 13   | 14     | 14              | 14              | 14              | Brunei Darussalam                      |
| 69   | 70   | 68     | 0.97         | 89              | 89              | 90              | 1.01              | ...  | ...  | ...    | 10 <sup>2</sup> | 11 <sup>2</sup> | 9 <sup>2</sup>  | Cambodia <sup>3</sup>                  |
| ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...  | ...  | ...    | 11              | 11              | 11              | China <sup>3, 7</sup>                  |

Table 4 (continued)

| Country or territory                | Compulsory education (age group) | Legal guarantees of free education <sup>1</sup> | New entrants (000)    |                    | GROSS INTAKE RATE (GIR) IN PRIMARY EDUCATION [%] |      |        |           |                  |                  |                  |                   |
|-------------------------------------|----------------------------------|---|-----------------------|--------------------|--|------|--------|-----------|------------------|------------------|------------------|-------------------|
|                                     |                                  |   | School year ending in |                    | School year ending in                            |      |        |           |                  |                  |                  |                   |
|                                     |                                  |   | 1999                  | 2005               | 1999   |      |        |           | 2005             |                  |                  |                   |
|                                     |                                  |   |                       |                    | Total  | Male | Female | GPI (F/M) | Total            | Male             | Female           | GPI (F/M)         |
| Cook Islands <sup>5</sup>           | 5-15                             | ...   | 0.6                   | 0.4 <sup>2</sup>   | 131  | ...  | ...    | ...       | 80 <sup>2</sup>  | 81 <sup>2</sup>  | 78 <sup>2</sup>  | 0.96 <sup>2</sup> |
| DPR Korea                           | 6-15                             | Yes   | ...                   | ...                | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Fiji                                | 6-15                             | No  | ...                   | 19                 | ...  | ...  | ...    | ...       | 104              | 106              | 103              | 0.98              |
| Indonesia                           | 7-15                             | No  | ...                   | 4 996              | ...  | ...  | ...    | ...       | 121              | 124              | 119              | 0.96              |
| Japan <sup>4</sup>                  | 6-15                             | Yes   | ...                   | 1 173              | ...  | ...  | ...    | ...       | 97               | 96               | 97               | 1.01              |
| Kiribati <sup>5</sup>               | 6-15                             | No  | 3                     | 3                  | 109  | 106  | 113    | 1.06      | 115              | 114              | 115              | 1.01              |
| Lao PDR                             | 6-10                             | No  | 180                   | 185                | 121  | 128  | 114    | 0.89      | 116              | 121              | 111              | 0.92              |
| Macao, China                        | 5-14                             | ...   | 6                     | 5                  | 88   | 88   | 89     | 1.01      | 95               | 97               | 93               | 0.96              |
| Malaysia                            | ...                              | No  | ...                   | 537 <sup>2</sup>   | ...  | ...  | ...    | ...       | 98 <sup>2</sup>  | 98 <sup>2</sup>  | 97 <sup>2</sup>  | 0.99 <sup>2</sup> |
| Marshall Islands <sup>2</sup>       | 6-14                             | No  | 1                     | 2 <sup>1</sup>     | 123  | 122  | 123    | 1.01      | 115 <sup>1</sup> | 116 <sup>1</sup> | 113 <sup>1</sup> | 0.98 <sup>1</sup> |
| Micronesia                          | 6-13                             | No  | ...                   | ...                | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Myanmar <sup>3</sup>                | 5-9                              | Yes   | 1 226                 | 1 167              | 112  | 111  | 113    | 1.02      | 122              | 123              | 122              | 0.99              |
| Nauru <sup>5</sup>                  | 6-16                             | No  | ...                   | ...                | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| New Zealand <sup>4</sup>            | 5-16                             | Yes   | ...                   | 58                 | ...  | ...  | ...    | ...       | 103              | 104              | 103              | 0.99              |
| Niue <sup>5</sup>                   | 5-16                             | ...   | 0.05                  | 0.02               | 105  | 79   | 137    | 1.73      | 69               | 47               | 100              | 2.11              |
| Palau <sup>2, 5</sup>               | 6-17                             | Yes   | 0.4                   | 0.3                | 118  | 120  | 115    | 0.96      | 92               | ...              | ...              | ...               |
| Papua New Guinea                    | 6-14                             | No  | 154                   | 152 <sup>1</sup>   | 105  | 109  | 100    | 0.92      | 95 <sup>1</sup>  | 101 <sup>1</sup> | 90 <sup>1</sup>  | 0.89 <sup>1</sup> |
| Philippines <sup>3</sup>            | 6-12                             | Yes   | 2 551                 | 2 642              | 133  | 137  | 130    | 0.95      | 135              | 140              | 131              | 0.94              |
| Republic of Korea <sup>2, 4</sup>   | 6-15                             | Yes   | 711                   | 627                | 106  | 105  | 107    | 1.02      | 106              | 106              | 106              | 1.00              |
| Samoa                               | 5-14                             | No  | 5                     | 6 <sup>2</sup>     | 105  | 106  | 104    | 0.98      | 101 <sup>2</sup> | 101 <sup>2</sup> | 101 <sup>2</sup> | 1.00 <sup>2</sup> |
| Singapore                           | 6-16                             | No  | ...                   | ...                | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Solomon Islands                     | ...                              | No  | ...                   | ...                | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Thailand                            | 6-14                             | Yes   | 1 037                 | ...                | 97   | 101  | 94     | 0.93      | ...              | ...              | ...              | ...               |
| Timor-Leste <sup>3</sup>            | 7-15                             | Yes   | ...                   | 37                 | ...  | ...  | ...    | ...       | 194              | 205              | 183              | 0.89              |
| Tokelau <sup>5</sup>                | ...                              | ...   | ...                   | 0.04 <sup>2</sup>  | ...  | ...  | ...    | ...       | 78 <sup>2</sup>  | 48 <sup>2</sup>  | 109 <sup>2</sup> | 2.28 <sup>2</sup> |
| Tonga                               | 6-14                             | No  | 3                     | 3                  | 107  | 109  | 104    | 0.95      | 121              | 128              | 113              | 0.89              |
| Tuvalu <sup>5</sup>                 | 7-14                             | No  | 0.2                   | 0.2 <sup>2</sup>   | 89   | 94   | 83     | 0.89      | 93 <sup>2</sup>  | 91 <sup>2</sup>  | 96 <sup>2</sup>  | 1.05 <sup>2</sup> |
| Vanuatu                             | 6-12                             | No  | 6                     | 7                  | 109  | 109  | 109    | 1.00      | 121              | 124              | 118              | 0.96              |
| Viet Nam <sup>3</sup>               | 6-14                             | Yes   | 2 035                 | 1 353              | 107  | 111  | 103    | 0.93      | 88               | ...              | ...              | ...               |
| Latin America and the Caribbean     |                                  |   |                       |                    |  |      |        |           |                  |                  |                  |                   |
| Anguilla <sup>3</sup>               | 5-17                             | Yes   | 0.2                   | 0.2                | ...  | ...  | ...    | ...       | 100              | 82               | 127              | 1.56              |
| Antigua and Barbuda                 | 5-16                             | Yes   | ...                   | ...                | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Argentina <sup>2, 3</sup>           | 5-15                             | Yes   | 781                   | 752 <sup>2</sup>   | 112  | 111  | 112    | 1.00      | 109 <sup>2</sup> | 110 <sup>2</sup> | 109 <sup>2</sup> | 0.99 <sup>2</sup> |
| Aruba <sup>5</sup>                  | 6-16                             | ...   | 1                     | 1                  | 106  | 109  | 103    | 0.94      | 101              | 97               | 105              | 1.09              |
| Bahamas                             | 5-16                             | No  | 7                     | 6                  | 117  | 122  | 111    | 0.91      | 101              | 102              | 101              | 0.99              |
| Barbados                            | 4-16                             | Yes   | 4                     | 4                  | 110  | 110  | 109    | 0.99      | 114              | 113              | 115              | 1.01              |
| Belize                              | 5-14                             | Yes   | 8                     | 8                  | 129  | 130  | 127    | 0.98      | 120              | 121              | 118              | 0.98              |
| Bermuda <sup>5</sup>                | 5-16                             | ...   | ...                   | 0.8                | ...  | ...  | ...    | ...       | 104              | ...              | ...              | ...               |
| Bolivia <sup>3</sup>                | 6-13                             | Yes   | 282                   | 277 <sup>2</sup>   | 124  | 124  | 125    | 1.01      | 119 <sup>2</sup> | 119 <sup>2</sup> | 119 <sup>2</sup> | 1.00 <sup>2</sup> |
| Brazil <sup>3</sup>                 | 7-14                             | Yes   | ...                   | 4 407 <sup>2</sup> | ...  | ...  | ...    | ...       | 129 <sup>2</sup> | ...              | ...              | ...               |
| British Virgin Islands <sup>5</sup> | 5-16                             | ...   | 0.4                   | 0.4                | 106  | 109  | 103    | 0.95      | 110              | 109              | 112              | 1.03              |
| Cayman Islands                      | 5-16                             | ...   | 0.6                   | 0.6                | ...  | ...  | ...    | ...       | 86               | 98               | 75               | 0.76              |
| Chile <sup>2, 3</sup>               | 6-14                             | Yes   | 284                   | 258                | 95   | 95   | 94     | 0.99      | 100              | 101              | 99               | 0.98              |
| Colombia <sup>2</sup>               | 5-15                             | No  | 1 267                 | 1 151              | 134  | 137  | 131    | 0.96      | 122              | 126              | 118              | 0.94              |
| Costa Rica <sup>3</sup>             | 6-15                             | Yes   | 87                    | 83                 | 104  | 104  | 105    | 1.01      | 103              | 103              | 103              | 1.00              |
| Cuba                                | 6-14                             | Yes   | 164                   | 145                | 100  | 103  | 97     | 0.95      | 104              | 105              | 104              | 0.99              |
| Dominica <sup>5</sup>               | 5-16                             | No  | 2                     | 1                  | 111  | 118  | 104    | 0.88      | 87               | 81               | 93               | 1.15              |
| Dominican Republic <sup>3</sup>     | 5-13                             | Yes   | 267                   | 216                | 138  | 143  | 133    | 0.93      | 113              | 118              | 108              | 0.92              |
| Ecuador <sup>3</sup>                | 5-14                             | Yes   | 374                   | 388 <sup>2</sup>   | 134  | 134  | 134    | 1.00      | 135 <sup>2</sup> | 136 <sup>2</sup> | 134 <sup>2</sup> | 0.99 <sup>2</sup> |
| El Salvador <sup>3</sup>            | 4-15                             | Yes   | 196                   | 199                | 132  | 136  | 128    | 0.94      | 126              | 129              | 123              | 0.95              |
| Grenada <sup>5</sup>                | 5-16                             | No  | ...                   | 2                  | ...  | ...  | ...    | ...       | 100              | 102              | 99               | 0.96              |
| Guatemala <sup>3</sup>              | 7-15                             | Yes   | 425                   | 448                | 132  | 136  | 128    | 0.94      | 124              | 125              | 122              | 0.98              |
| Guyana <sup>3</sup>                 | 6-15                             | Yes   | 18                    | 18                 | 123  | 120  | 126    | 1.05      | 119              | 122              | 115              | 0.95              |
| Haiti                               | 6-11                             | No  | ...                   | ...                | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Honduras <sup>2, 3</sup>            | 6-13                             | Yes   | ...                   | 245                | ...  | ...  | ...    | ...       | 128              | 129              | 127              | 0.99              |
| Jamaica                             | 6-11                             | No  | ...                   | 52                 | ...  | ...  | ...    | ...       | 93               | 94               | 92               | 0.98              |
| Mexico <sup>3</sup>                 | 6-15                             | Yes   | 2 509                 | 2 365              | 109  | 109  | 109    | 0.99      | 107              | 108              | 106              | 0.99              |
| Montserrat <sup>5</sup>             | 5-14                             | ...   | 0.1                   | 0.1                | ...  | ...  | ...    | ...       | 123              | 103              | 147              | 1.43              |
| Netherlands Antilles                | 6-15                             | ...   | 4                     | 3 <sup>1</sup>     | 116  | 114  | 119    | 1.05      | 112 <sup>1</sup> | 109 <sup>1</sup> | 115 <sup>1</sup> | 1.06 <sup>1</sup> |
| Nicaragua <sup>3</sup>              | 6-16                             | Yes   | 203                   | 204                | 147  | 150  | 143    | 0.95      | 142              | 147              | 137              | 0.94              |



Table 4

| NET INTAKE RATE (NIR)<br>IN PRIMARY EDUCATION<br>[%] |      |        |              |                 |                  |                 |                   | SCHOOL LIFE EXPECTANCY<br>(expected number of years of formal schooling<br>from primary to tertiary education) |      |        |                 |                 |                 | Country or territory                |
|--|------|--------|--------------|-----------------|------------------|-----------------|-------------------|--|------|--------|-----------------|-----------------|-----------------|-------------------------------------|
| School year ending in                                |      |        |              |                 |                  |                 |                   | School year ending in  |      |        |                 |                 |                 |                                     |
| 1999   |      |        |              | 2005            |                  |                 |                   | 1999   |      |        | 2005            |                 |                 |                                     |
| Total  | Male | Female | GPI<br>(F/M) | Total           | Male             | Female          | GPI<br>(F/M)      | Total  | Male | Female | Total           | Male            | Female          |                                     |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | 11   | 11   | 11     | 10 <sup>2</sup> | 10 <sup>2</sup> | 10 <sup>2</sup> | Cook Islands <sup>5</sup>           |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | ...             | ...             | ...             | DPR Korea                           |
| ...  | ...  | ...    | ...          | 71              | 71               | 71              | 1.00              | ...  | ...  | ...    | 13              | 13              | 14              | Fiji                                |
| ...  | ...  | ...    | ...          | 42              | 79               | 3               | 0.04              | ...  | ...  | ...    | 12              | 12              | 11              | Indonesia                           |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | 14   | 15   | 14     | 15              | 15              | 15              | Japan <sup>4</sup>                  |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | 12   | 11   | 12     | 12              | 12              | 13              | Kiribati <sup>5</sup>               |
| 55   | 56   | 54     | 0.96         | 60              | 61               | 60              | 0.98              | 8  | 9    | 7      | 9               | 10              | 9               | Lao PDR                             |
| 63   | 60   | 65     | 1.07         | 75              | 77               | 74              | 0.97              | 12   | 12   | 12     | 15              | 16              | 14              | Macao, China                        |
| ...  | ...  | ...    | ...          | 98 <sup>2</sup> | 98 <sup>2</sup>  | 97 <sup>2</sup> | 0.99 <sup>2</sup> | 12   | 12   | 12     | 13 <sup>2</sup> | 13 <sup>2</sup> | 14 <sup>2</sup> | Malaysia                            |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | 13 <sup>Y</sup> | 13 <sup>Y</sup> | 13 <sup>Y</sup> | Marshall Islands <sup>2</sup>       |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | ...             | ...             | ...             | Micronesia                          |
| 77   | ...  | ...    | ...          | 98 <sup>Y</sup> | 97 <sup>Y</sup>  | 98 <sup>Y</sup> | 1.01 <sup>Y</sup> | 7  | 7    | 7      | ...             | ...             | ...             | Myanmar <sup>3</sup>                |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | 8 <sup>2</sup>  | 8 <sup>2</sup>  | 8 <sup>2</sup>  | Nauru <sup>5</sup>                  |
| ...  | ...  | ...    | ...          | 100             | 100              | 100             | 1.00              | 18   | 17   | 18     | 20              | 19              | 21              | New Zealand <sup>4</sup>            |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | 12   | 12   | 12     | 11              | 11              | 12              | Niue <sup>5</sup>                   |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | ...             | ...             | ...             | Palau <sup>2, 5</sup>               |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | 6  | 6    | 6      | ...             | ...             | ...             | Papua New Guinea                    |
| 47   | 48   | 45     | 0.95         | 50              | 47               | 53              | 1.13              | 12   | 11   | 12     | 12              | 12              | 12              | Philippines <sup>3</sup>            |
| 99   | 98   | 100    | 1.02         | 97              | 96               | 97              | 1.01              | 15   | 16   | 14     | 16              | 17              | 15              | Republic of Korea <sup>2, 4</sup>   |
| 77   | 77   | 77     | 1.00         | ...             | ...              | ...             | ...               | 12   | 12   | 13     | ...             | ...             | ...             | Samoa                               |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | ...             | ...             | ...             | Singapore                           |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | 7  | 8    | 7      | 8               | 8               | 8               | Solomon Islands                     |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | 12              | 12              | 12              | Thailand                            |
| ...  | ...  | ...    | ...          | 67              | 68               | 66              | 0.96              | ...  | ...  | ...    | ...             | ...             | ...             | Timor-Leste <sup>3</sup>            |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | 11 <sup>2</sup> | 10 <sup>2</sup> | 11 <sup>2</sup> | Tokelau <sup>5</sup>                |
| 50   | 51   | 49     | 0.95         | ...             | ...              | ...             | ...               | 13   | 13   | 14     | 13 <sup>2</sup> | 13 <sup>2</sup> | 14 <sup>2</sup> | Tonga                               |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | ...             | ...             | ...             | Tuvalu <sup>5</sup>                 |
| ...  | ...  | ...    | ...          | 56 <sup>2</sup> | 57 <sup>2</sup>  | 55 <sup>2</sup> | 0.97 <sup>2</sup> | 9  | ...  | ...    | 11 <sup>2</sup> | 11 <sup>2</sup> | 10 <sup>2</sup> | Vanuatu                             |
| 80   | ...  | ...    | ...          | ...             | ...              | ...             | ...               | 10   | 11   | 10     | 11              | 11              | 10              | Viet Nam <sup>3</sup>               |
| Latin America and the Caribbean                      |      |        |              |                 |                  |                 |                   |  |      |        |                 |                 |                 |                                     |
| ...  | ...  | ...    | ...          | 78              | ...              | ...             | ...               | ...  | ...  | ...    | 11              | 11              | 12              | Anguilla <sup>3</sup>               |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | ...             | ...             | ...             | Antigua and Barbuda                 |
| ...  | ...  | ...    | ...          | 91 <sup>2</sup> | 91 <sup>2</sup>  | 90 <sup>2</sup> | 0.99 <sup>2</sup> | 15   | 14   | 16     | 15 <sup>2</sup> | 15 <sup>2</sup> | 16 <sup>2</sup> | Argentina <sup>2, 3</sup>           |
| 88   | 89   | 86     | 0.98         | 83              | 82               | 84              | 1.03              | 13   | 13   | 13     | 13              | 13              | 14              | Aruba <sup>5</sup>                  |
| 84   | 85   | 83     | 0.97         | 69              | 68               | 71              | 1.05              | 11   | 11   | 11     | 12 <sup>2</sup> | 12 <sup>2</sup> | 12 <sup>2</sup> | Bahamas                             |
| 85   | 86   | 85     | 0.99         | 99              | 100              | 98              | 0.98              | 14   | 13   | 15     | ...             | ...             | ...             | Barbados                            |
| 79   | 80   | 77     | 0.96         | 65              | 66               | 64              | 0.98              | ...  | ...  | ...    | 13 <sup>2</sup> | 13 <sup>2</sup> | 13 <sup>2</sup> | Belize                              |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | 13              | 13              | 14              | Bermuda                             |
| 69   | 68   | 69     | 1.03         | 71 <sup>2</sup> | 71 <sup>2</sup>  | 71 <sup>2</sup> | 1.00 <sup>2</sup> | 13   | ...  | ...    | 14 <sup>Y</sup> | ...             | ...             | Bolivia <sup>3</sup>                |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | 14   | 14   | 14     | 14 <sup>2</sup> | 14 <sup>2</sup> | 15 <sup>2</sup> | Brazil <sup>3</sup>                 |
| 73   | 70   | 76     | 1.09         | 70              | 66               | 74              | 1.12              | 16   | 15   | 17     | 17              | 15              | 19              | British Virgin Islands <sup>5</sup> |
| ...  | ...  | ...    | ...          | 48              | 54               | 43              | 0.80              | ...  | ...  | ...    | ...             | ...             | ...             | Cayman Islands                      |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | 13   | 13   | 13     | 14              | 14              | 14              | Chile <sup>2, 3</sup>               |
| 58   | 60   | 57     | 0.96         | ...             | ...              | ...             | ...               | 11   | 11   | 11     | 12              | 12              | 12              | Colombia <sup>2</sup>               |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | 10   | 10   | 10     | 12              | 12              | 12              | Costa Rica <sup>3</sup>             |
| 97   | 100  | 95     | 0.95         | 100             | 100              | 99              | 0.99              | 12   | 12   | 12     | 15              | 14              | 16              | Cuba                                |
| 80   | 83   | 78     | 0.94*        | 46 <sup>2</sup> | 46 <sup>2</sup>  | 46 <sup>2</sup> | 1.01 <sup>2</sup> | 12   | 12   | 13     | 13              | 13              | 13              | Dominica <sup>5</sup>               |
| 60   | 60   | 60     | 1.00         | 75              | 75               | 76              | 1.0               | ...  | ...  | ...    | 13 <sup>2</sup> | 12 <sup>2</sup> | 13 <sup>2</sup> | Dominican Republic <sup>3</sup>     |
| 84   | 83   | 84     | 1.01         | 85              | 85               | 85              | 1.01              | ...  | ...  | ...    | ...             | ...             | ...             | Ecuador <sup>3</sup>                |
| ...  | ...  | ...    | ...          | 62              | 62               | 62              | 1.01              | 11   | 11   | 11     | 12              | 12              | 12              | El Salvador <sup>3</sup>            |
| ...  | ...  | ...    | ...          | 61 <sup>Y</sup> | 60 <sup>Y</sup>  | 61 <sup>Y</sup> | 1.00 <sup>Y</sup> | ...  | ...  | ...    | 12              | 12              | 12              | Grenada <sup>5</sup>                |
| 57   | 59   | 54     | 0.92         | 69              | 70               | 68              | 0.97              | ...  | ...  | ...    | 10 <sup>Y</sup> | 10 <sup>Y</sup> | 9 <sup>Y</sup>  | Guatemala <sup>3</sup>              |
| 90   | 88   | 91     | 1.04         | 99 <sup>Y</sup> | 100 <sup>Y</sup> | 98 <sup>Y</sup> | 0.98 <sup>Y</sup> | ...  | ...  | ...    | 14              | 13              | 14              | Guyana <sup>3</sup>                 |
| ...  | ...  | ...    | ...          | ...             | ...              | ...             | ...               | ...  | ...  | ...    | ...             | ...             | ...             | Haiti                               |
| ...  | ...  | ...    | ...          | 60 <sup>2</sup> | 59 <sup>2</sup>  | 61 <sup>2</sup> | 1.03 <sup>2</sup> | ...  | ...  | ...    | 11 <sup>2</sup> | 11 <sup>2</sup> | 12 <sup>2</sup> | Honduras <sup>2, 3</sup>            |
| ...  | ...  | ...    | ...          | 75              | 74               | 76              | 1.03              | ...  | ...  | ...    | 12 <sup>Y</sup> | 11 <sup>Y</sup> | 12 <sup>Y</sup> | Jamaica                             |
| 87   | 87   | 87     | 1.00         | 88 <sup>2</sup> | 88 <sup>2</sup>  | 87 <sup>2</sup> | 0.99 <sup>2</sup> | 12   | 12   | 12     | 13              | 13              | 13              | Mexico <sup>3</sup>                 |
| ...  | ...  | ...    | ...          | 56              | 42               | 73              | 1.76              | ...  | ...  | ...    | 15              | 14              | 15              | Montserrat <sup>5</sup>             |
| 80   | 75   | 84     | 1.12         | ...             | ...              | ...             | ...               | 15   | 15   | 16     | ...             | ...             | ...             | Netherlands Antilles                |
| 41   | 42   | 40     | 0.95         | 38              | 40               | 37              | 0.93              | ...  | ...  | ...    | 11 <sup>Y</sup> | 11 <sup>Y</sup> | 11 <sup>Y</sup> | Nicaragua <sup>3</sup>              |

Table 4 (continued)

| Country or territory                   | Compulsory education (age group) | Legal guarantees of free education <sup>1</sup> | New entrants (000)    |                    | GROSS INTAKE RATE (GIR) IN PRIMARY EDUCATION [%] |      |        |           |                  |                  |                  |                   |
|--|----------------------------------|---|-----------------------|--------------------|--|------|--------|-----------|------------------|------------------|------------------|-------------------|
|  |                                  |   | School year ending in |                    | School year ending in                            |      |        |           |                  |                  |                  |                   |
|  |                                  |   | 1999                  | 2005               | 1999   |      |        |           | 2005             |                  |                  |                   |
|  |                                  |   |                       |                    | Total  | Male | Female | GPI (F/M) | Total            | Male             | Female           | GPI (F/M)         |
| Panama <sup>3</sup>                    | 6-11                             | Yes   | 69                    | 73                 | 112  | 113  | 111    | 0.99      | 110              | 110              | 109              | 0.98              |
| Paraguay <sup>3</sup>                  | 6-14                             | Yes   | 179                   | 164 <sup>2</sup>   | 122  | 125  | 120    | 0.96      | 107 <sup>2</sup> | 108 <sup>2</sup> | 106 <sup>2</sup> | 0.98 <sup>2</sup> |
| Peru <sup>3</sup>                      | 6-16                             | Yes   | 676                   | 633                | 111  | 111  | 111    | 1.00      | 105              | 104              | 106              | 1.01              |
| Saint Kitts and Nevis <sup>5</sup>     | 5-16                             | No  | ...                   | 0.9                | ...  | ...  | ...    | ...       | 94               | 91               | 97               | 1.07              |
| Saint Lucia                            | 5-16                             | No  | 4                     | 3                  | 98   | 99   | 96     | 0.97      | 109              | 109              | 109              | 1.00              |
| St Vincent/Grenad.                     | 5-15                             | No  | ...                   | 2                  | ...  | ...  | ...    | ...       | 95               | 101              | 90               | 0.88              |
| Suriname <sup>3</sup>                  | 6-11                             | Yes   | ...                   | 10                 | ...  | ...  | ...    | ...       | 102              | 102              | 103              | 1.01              |
| Trinidad and Tobago <sup>2, 3</sup>    | 5-12                             | Yes   | 20                    | 17*                | 98   | 99   | 97     | 0.98      | 101*             | 104*             | 99*              | 0.96*             |
| Turks and Caicos Islands               | 4-16                             | ...   | 0.3                   | 0.4                | ...  | ...  | ...    | ...       | 83               | 83               | 84               | 1.01              |
| Uruguay <sup>3</sup>                   | 6-15                             | Yes   | 60                    | 56 <sup>2</sup>    | 107  | 107  | 107    | 1.00      | 100 <sup>2</sup> | 101 <sup>2</sup> | 99 <sup>2</sup>  | 0.99 <sup>2</sup> |
| Venezuela <sup>3</sup>                 | 6-15                             | Yes   | 537                   | 550                | 98   | 99   | 97     | 0.98      | 100              | 101              | 98               | 0.97              |
| North America and Western Europe       |                                  |   |                       |                    |  |      |        |           |                  |                  |                  |                   |
| Andorra <sup>2, 5</sup>                | 6-16                             | ...   | ...                   | 0.8                | ...  | ...  | ...    | ...       | 100              | 97               | 103              | 1.06              |
| Austria <sup>2, 4</sup>                | 6-15                             | Yes   | 100                   | 89 <sup>2</sup>    | 106  | 107  | 104    | 0.98      | 105 <sup>2</sup> | 105 <sup>2</sup> | 105 <sup>2</sup> | 1.00 <sup>2</sup> |
| Belgium <sup>4</sup>                   | 6-18                             | Yes   | ...                   | 120 <sup>2</sup>   | ...  | ...  | ...    | ...       | 103 <sup>2</sup> | 103 <sup>2</sup> | 104 <sup>2</sup> | 1.01 <sup>2</sup> |
| Canada                                 | 6-16                             | Yes   | ...                   | ...                | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Cyprus <sup>2, 5</sup>                 | 6-15                             | Yes   | ...                   | 9                  | ...  | ...  | ...    | ...       | 101              | 100              | 102              | 1.01              |
| Denmark                                | 7-16                             | Yes   | 66                    | 67                 | 100  | 100  | 100    | 1.00      | 96               | 96               | 97               | 1.00              |
| Finland                                | 7-16                             | Yes   | 65                    | 59                 | 100  | 101  | 100    | 1.00      | 98               | 98               | 98               | 1.00              |
| France <sup>8</sup>                    | 6-16                             | Yes   | 736                   | ...                | 102  | 103  | 101    | 0.98      | ...              | ...              | ...              | ...               |
| Germany                                | 6-18                             | Yes   | 869                   | 824                | 100  | 101  | 100    | 1.00      | 103              | 103              | 103              | 0.99              |
| Greece <sup>2</sup>                    | 6-15                             | Yes   | 113                   | 105                | 106  | 107  | 105    | 0.98      | 99               | 99               | 99               | 1.00              |
| Iceland                                | 6-16                             | Yes   | 4                     | 4 <sup>2</sup>     | 99   | 101  | 97     | 0.96      | 95 <sup>2</sup>  | 98 <sup>2</sup>  | 93 <sup>2</sup>  | 0.95 <sup>2</sup> |
| Ireland                                | 6-15                             | Yes   | 51                    | 58                 | 99   | 100  | 98     | 0.98      | 103              | 103              | 103              | 0.99              |
| Israel <sup>3</sup>                    | 5-15                             | Yes   | ...                   | 122                | ...  | ...  | ...    | ...       | 97               | 95               | 99               | 1.04              |
| Italy <sup>2</sup>                     | 6-16                             | Yes   | 558                   | 546                | 100  | 101  | 99     | 0.99      | 103              | 103              | 102              | 0.98              |
| Luxembourg                             | 6-15                             | Yes   | 5                     | 6                  | 97   | ...  | ...    | ...       | 99               | 97               | 102              | 1.04              |
| Malta <sup>2</sup>                     | 5-16                             | Yes   | 5                     | 4                  | 102  | 102  | 101    | 0.99      | 93               | 94               | 92               | 0.99              |
| Monaco <sup>2, 9</sup>                 | 6-16                             | No  | ...                   | 0.4 <sup>2</sup>   | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Netherlands <sup>2, 4</sup>            | 6-17                             | Yes   | 199                   | 197 <sup>2</sup>   | 100  | 101  | 99     | 0.99      | 100 <sup>2</sup> | 100 <sup>2</sup> | 99 <sup>2</sup>  | 0.99 <sup>2</sup> |
| Norway                                 | 6-16                             | Yes   | 61                    | 59                 | 99   | 100  | 99     | 0.98      | 97               | 96               | 97               | 1.01              |
| Portugal <sup>2</sup>                  | 6-15                             | Yes   | ...                   | 116                | ...  | ...  | ...    | ...       | 104              | 104              | 105              | 1.01              |
| San Marino <sup>2, 9</sup>             | 6-16                             | No  | ...                   | 0.3 <sup>2</sup>   | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Spain                                  | 6-16                             | Yes   | 403                   | 397                | 106  | 106  | 105    | 0.99      | 100              | 101              | 100              | 0.99              |
| Sweden                                 | 7-16                             | Yes   | 127                   | 93                 | 104  | 105  | 103    | 0.98      | 94               | 94               | 93               | 0.99              |
| Switzerland                            | 7-15                             | Yes   | 82                    | 75                 | 96   | 94   | 98     | 1.04      | 91               | 89               | 94               | 1.05              |
| United Kingdom                         | 5-16                             | Yes   | ...                   | ...                | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| United States                          | 6-17                             | No  | 4 235                 | 4 052              | 102  | 105  | 100    | 0.95      | 101              | 103              | 100              | 0.98              |
| South and West Asia                    |                                  |   |                       |                    |  |      |        |           |                  |                  |                  |                   |
| Afghanistan <sup>3</sup>               | 7-12                             | Yes   | ...                   | 742                | ...  | ...  | ...    | ...       | 82               | 96               | 67               | 0.70              |
| Bangladesh <sup>3</sup>                | 6-10                             | Yes   | 4 005                 | 4 318 <sup>2</sup> | 121  | 122  | 119    | 0.98      | 130 <sup>2</sup> | 129 <sup>2</sup> | 131 <sup>2</sup> | 1.02 <sup>2</sup> |
| Bhutan <sup>3, 10</sup>                | 6-16                             | Yes   | 12                    | 14                 | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| India <sup>3</sup>                     | 6-14                             | Yes   | 29 639                | 34 110             | 127  | 138  | 115    | 0.83      | 144              | 149              | 140              | 0.94              |
| Iran, Islamic Republic of <sup>3</sup> | 6-10                             | Yes   | 1 563                 | 1 407              | 90   | 91   | 90     | 0.99      | 123              | 107              | 139              | 1.29              |
| Maldives                               | 6-12                             | No  | 8                     | 6                  | 93   | 93   | 94     | 1.01      | 68               | 66               | 71               | 1.07              |
| Nepal <sup>3</sup>                     | 6-10                             | Yes   | 879                   | 1 155*             | 132  | 149  | 113    | 0.76      | 160*             | 160*             | 160*             | 1.00*             |
| Pakistan                               | 5-9                              | No  | ...                   | 4 618              | ...  | ...  | ...    | ...       | 116              | 128              | 103              | 0.81              |
| Sri Lanka <sup>2</sup>                 | 5-14                             | No  | ...                   | 309 <sup>2</sup>   | ...  | ...  | ...    | ...       | 95 <sup>2</sup>  | ...              | ...              | ...               |
| Sub-Saharan Africa                     |                                  |   |                       |                    |  |      |        |           |                  |                  |                  |                   |
| Angola <sup>2</sup>                    | 6-14                             | No  | ...                   | ...                | ...  | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Benin                                  | 6-11                             | No  | ...                   | 252                | ...  | ...  | ...    | ...       | 103              | 109              | 97               | 0.89              |
| Botswana                               | 6-15                             | No  | 50                    | 47                 | 111  | 112  | 110    | 0.99      | 105              | 108              | 102              | 0.94              |
| Burkina Faso                           | 6-16                             | No  | 154                   | 295                | 45   | 53   | 38     | 0.72      | 75               | 81               | 69               | 0.85              |
| Burundi                                | 7-12                             | No  | 146                   | 185                | 72   | 79   | 65     | 0.83      | 88               | 92               | 84               | 0.92              |
| Cameroon                               | 6-11                             | No  | 335                   | 496*               | 79   | 87   | 71     | 0.81      | 112*             | 120*             | 104*             | 0.87*             |
| Cape Verde <sup>2</sup>                | 6-16                             | No  | 13                    | 12                 | 101  | 102  | 100    | 0.98      | 92               | 94               | 90               | 0.96              |
| Central African Republic               | 6-15                             | No  | ...                   | 69                 | ...  | ...  | ...    | ...       | 59               | 69               | 50               | 0.72              |
| Chad <sup>2, 3</sup>                   | 6-14                             | Yes   | 175                   | 287                | 72   | 84   | 59     | 0.70      | 96               | 112              | 81               | 0.72              |

Table 4

| NET INTAKE RATE (NIR)<br>IN PRIMARY EDUCATION<br>[%] |      |        |              |                   |                   |                   |                     | SCHOOL LIFE EXPECTANCY<br>(expected number of years of formal schooling<br>from primary to tertiary education) |      |        |                 |                 |                 |  | Country or territory |
|--|------|--------|--------------|-------------------|-------------------|-------------------|---------------------|--|------|--------|-----------------|-----------------|-----------------|--|----------------------|
| School year ending in                                |      |        |              |                   |                   |                   |                     | School year ending in  |      |        |                 |                 |                 |  |                      |
| 1999   |      |        |              | 2005              |                   |                   |                     | 1999   |      |        | 2005            |                 |                 |  |                      |
| Total  | Male | Female | GPI<br>(F/M) | Total             | Male              | Female            | GPI<br>(F/M)        | Total  | Male | Female | Total           | Male            | Female          |  |                      |
| 84   | 84   | 84     | 1.00         | 88 <sup>2</sup>   | 87 <sup>2</sup>   | 89 <sup>2</sup>   | 1.02 <sup>2</sup>   | 13   | 12   | 13     | 13              | 13              | 14              | Panama <sup>3</sup>                    |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 11   | 11   | 11     | 12 <sup>2</sup> | 11 <sup>2</sup> | 12 <sup>2</sup> | Paraguay <sup>3</sup>                  |                      |
| 79   | 79   | 80     | 1.00         | 76                | 75                | 76                | 1.01                | ...  | ...  | ...    | 13              | 13              | 13              | Peru <sup>3</sup>                      |                      |
| ...  | ...  | ...    | ...          | 66 <sup>2</sup>   | 66 <sup>2</sup>   | 67 <sup>2</sup>   | 1.00 <sup>2</sup>   | ...  | ...  | ...    | 12              | 12              | 13              | Saint Kitts and Nevis <sup>5</sup>     |                      |
| 69   | 69   | 68     | 0.99         | 76                | 77                | 76                | 1.00                | ...  | ...  | ...    | 13              | 12              | 13              | Saint Lucia                            |                      |
| ...  | ...  | ...    | ...          | 62                | 66                | 58                | 0.88                | ...  | ...  | ...    | 12              | 12              | 12              | St Vincent/Grenad.                     |                      |
| ...  | ...  | ...    | ...          | 63                | 58                | 68                | 1.18                | ...  | ...  | ...    | ...             | ...             | ...             | Suriname <sup>3</sup>                  |                      |
| 69   | 69   | 70     | 1.01         | 68 <sup>*,2</sup> | 68 <sup>*,2</sup> | 68 <sup>*,2</sup> | 1.00 <sup>*,2</sup> | 12   | 12   | 12     | 12              | 12              | 12              | Trinidad and Tobago <sup>2, 3</sup>    |                      |
| ...  | ...  | ...    | ...          | 54                | 57                | 51                | 0.90                | ...  | ...  | ...    | 11              | 11              | 12              | Turks and Caicos Islands               |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 14   | 13   | 15     | 15 <sup>2</sup> | 14 <sup>2</sup> | 16 <sup>2</sup> | Uruguay <sup>3</sup>                   |                      |
| 60   | 60   | 61     | 1.01         | 60                | 60                | 60                | 1.01                | ...  | ...  | ...    | 12 <sup>2</sup> | ...             | ...             | Venezuela <sup>3</sup>                 |                      |
| North America and Western Europe                     |      |        |              |                   |                   |                   |                     |  |      |        |                 |                 |                 |  |                      |
| ...  | ...  | ...    | ...          | 47                | 48                | 46                | 0.97                | ...  | ...  | ...    | 11              | 11              | 11              | Andorra <sup>2, 5</sup>                |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 15   | 15   | 15     | 16              | 15              | 16              | Austria <sup>2, 4</sup>                |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 18   | 17   | 18     | 16              | 16              | 16              | Belgium <sup>4</sup>                   |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...  | ...  | ...    | 16 <sup>2</sup> | 16 <sup>2</sup> | 17 <sup>2</sup> | Canada                                 |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 13   | 12   | 13     | 14              | 13              | 14              | Cyprus <sup>2, 5</sup>                 |                      |
| ...  | ...  | ...    | ...          | 72                | 68                | 76                | 1.11                | 16   | 16   | 17     | 17              | 16              | 18              | Denmark                                |                      |
| ...  | ...  | ...    | ...          | 93                | 91                | 95                | 1.04                | 17   | 17   | 18     | 17              | 17              | 18              | Finland                                |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 16   | 15   | 16     | 16              | 16              | 17              | France <sup>8</sup>                    |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 16   | 16   | 16     | ...             | ...             | ...             | Germany                                |                      |
| 97   | 97   | 96     | 0.99         | 92                | 92                | 93                | 1.01                | 14   | 13   | 14     | 17              | 17              | 17              | Greece <sup>2</sup>                    |                      |
| 98   | 100  | 96     | 0.96         | 95 <sup>2</sup>   | 97 <sup>2</sup>   | 92 <sup>2</sup>   | 0.95 <sup>2</sup>   | 17   | 16   | 17     | 18 <sup>2</sup> | 17 <sup>2</sup> | 19 <sup>2</sup> | Iceland                                |                      |
| ...  | ...  | ...    | ...          | 45                | 42                | 48                | 1.1                 | 16   | 16   | 17     | 18              | 18              | 18              | Ireland                                |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 15   | 15   | 15     | 15              | 15              | 16              | Israel <sup>3</sup>                    |                      |
| ...  | ...  | ...    | ...          | 95 <sup>Y</sup>   | 96 <sup>Y</sup>   | 95 <sup>Y</sup>   | 1.00 <sup>Y</sup>   | 15   | 15   | 15     | 16              | 16              | 17              | Italy <sup>2</sup>                     |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 13   | 13   | 13     | 14 <sup>2</sup> | 13 <sup>2</sup> | 14 <sup>2</sup> | Luxembourg                             |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...  | ...  | ...    | 15              | 15              | 15              | Malta <sup>2</sup>                     |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...  | ...  | ...    | ...             | ...             | ...             | Monaco <sup>2, 9</sup>                 |                      |
| ...  | ...  | ...    | ...          | 98 <sup>Y</sup>   | 98 <sup>Y</sup>   | 97 <sup>Y</sup>   | 0.98 <sup>Y</sup>   | 17   | 17   | 16     | 17              | 17              | 17              | Netherlands <sup>2, 4</sup>            |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 17   | 17   | 18     | 18              | 17              | 18              | Norway                                 |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 16   | 15   | 16     | 15              | 15              | 16              | Portugal <sup>2</sup>                  |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...  | ...  | ...    | ...             | ...             | ...             | San Marino <sup>2, 9</sup>             |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 16   | 16   | 16     | 16              | 16              | 17              | Spain                                  |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 19   | 17   | 21     | 16              | 15              | 17              | Sweden                                 |                      |
| ...  | ...  | ...    | ...          | 55 <sup>Y</sup>   | 55 <sup>Y</sup>   | 56 <sup>Y</sup>   | 1.01 <sup>Y</sup>   | 15   | 16   | 14     | 15              | 16              | 15              | Switzerland                            |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 16   | 16   | 16     | 17              | 16              | 17              | United Kingdom                         |                      |
| ...  | ...  | ...    | ...          | 71                | 70                | 72                | 1.03                | 16   | ...  | ...    | 16              | 15              | 17              | United States                          |                      |
| South and West Asia                                  |      |        |              |                   |                   |                   |                     |  |      |        |                 |                 |                 |  |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...  | ...  | ...    | 7 <sup>2</sup>  | 9 <sup>2</sup>  | 4 <sup>2</sup>  | Afghanistan <sup>3</sup>               |                      |
| 79   | 79   | 79     | 1.00         | 91 <sup>2</sup>   | 88 <sup>2</sup>   | 93 <sup>2</sup>   | 1.06 <sup>2</sup>   | 9  | 9    | 9      | 9 <sup>2</sup>  | 9 <sup>2</sup>  | 9 <sup>2</sup>  | Bangladesh <sup>3</sup>                |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...  | ...  | ...    | ...             | ...             | ...             | Bhutan <sup>3, 10</sup>                |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...  | ...  | ...    | 11              | 11              | 10              | India <sup>3</sup>                     |                      |
| 44   | 44   | 43     | 0.97         | 94                | ...               | ...               | ...                 | 12   | 12   | 11     | 13              | 13              | 13              | Iran, Islamic Republic of <sup>3</sup> |                      |
| 80   | 79   | 80     | 1.01         | ...               | ...               | ...               | ...                 | 12   | 12   | 12     | 11 <sup>2</sup> | 11 <sup>2</sup> | 11 <sup>2</sup> | Maldives                               |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...  | ...  | ...    | 9 <sup>Y</sup>  | 10 <sup>Y</sup> | 8 <sup>Y</sup>  | Nepal <sup>3</sup>                     |                      |
| ...  | ...  | ...    | ...          | 90                | 100               | 80                | 0.81                | ...  | ...  | ...    | 7               | 7               | 6               | Pakistan                               |                      |
| ...  | ...  | ...    | ...          | 92 <sup>2</sup>   | ...               | ...               | ...                 | ...  | ...  | ...    | ...             | ...             | ...             | Sri Lanka <sup>2</sup>                 |                      |
| Sub-Saharan Africa                                   |      |        |              |                   |                   |                   |                     |  |      |        |                 |                 |                 |  |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 4  | 4    | 3      | ...             | ...             | ...             | Angola <sup>2</sup>                    |                      |
| ...  | ...  | ...    | ...          | 48                | 51                | 45                | 0.89                | 6  | 8    | 5      | ...             | ...             | ...             | Benin                                  |                      |
| 22   | 20   | 24     | 1.20         | ...               | ...               | ...               | ...                 | 11   | 11   | 11     | 12 <sup>2</sup> | 12 <sup>2</sup> | 12 <sup>2</sup> | Botswana                               |                      |
| 19   | 23   | 16     | 0.71         | 30                | 33                | 27                | 0.82                | 3  | 4    | 3      | 5               | 5               | 4               | Burkina Faso                           |                      |
| ...  | ...  | ...    | ...          | 34                | 36                | 33                | 0.91                | ...  | ...  | ...    | 6               | 7               | 6               | Burundi                                |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | 8  | ...  | ...    | 11              | 12              | 10              | Cameroon                               |                      |
| 65   | 64   | 66     | 1.03         | 75                | 75                | 75                | 1.00                | ...  | ...  | ...    | 11              | 11              | 11              | Cape Verde <sup>2</sup>                |                      |
| ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...  | ...  | ...    | ...             | ...             | ...             | Central African Republic               |                      |
| 22   | 25   | 18     | 0.71         | ...               | ...               | ...               | ...                 | ...  | ...  | ...    | 6               | 8               | 4               | Chad <sup>2, 3</sup>                   |                      |

Table 4 (continued)

| Country or territory                     | Compulsory education (age group) | Legal guarantees of free education <sup>1</sup> | New entrants (000)    |                     | GROSS INTAKE RATE (GIR) IN PRIMARY EDUCATION [%] |      |        |           |                    |                    |                    |                      |
|--|----------------------------------|---|-----------------------|---------------------|--|------|--------|-----------|--------------------|--------------------|--------------------|----------------------|
|  |                                  |   | School year ending in |                     | School year ending in                            |      |        |           |                    |                    |                    |                      |
|  |                                  |   | 1999                  | 2005                | 1999   |      |        |           | 2005               |                    |                    |                      |
|  |                                  |   |                       |                     | Total  | Male | Female | GPI (F/M) | Total              | Male               | Female             | GPI (F/M)            |
| Comoros <sup>2</sup>                     | 6-14                             | No  | 13                    | 16                  | 70   | 76   | 64     | 0.84      | 70                 | 74                 | 66                 | 0.89                 |
| Congo <sup>3</sup>                       | 6-16                             | Yes   | 32                    | 77                  | 32   | 31   | 32     | 1.02      | 62                 | 62                 | 62                 | 1.00                 |
| Côte d'Ivoire                            | 6-15                             | No  | 309                   | 354 <sup>4</sup> .y | 65   | 72   | 58     | 0.80      | 72 <sup>4</sup> .y | 75 <sup>4</sup> .y | 68 <sup>4</sup> .y | 0.91 <sup>4</sup> .y |
| D. R. Congo <sup>3</sup>                 | 6-15                             | Yes   | 767                   | 1 102 <sup>4</sup>  | 51   | 49   | 52     | 1.07      | 67 <sup>4</sup>    | 72 <sup>4</sup>    | 61 <sup>4</sup>    | 0.84 <sup>4</sup>    |
| Equatorial Guinea                        | 7-11                             | Yes   | 33                    | 15                  | 269  | 313  | 225    | 0.72      | 105                | 109                | 100                | 0.92                 |
| Eritrea                                  | 7-13                             | No  | 57                    | 62                  | 59   | 65   | 52     | 0.81      | 50                 | 55                 | 45                 | 0.83                 |
| Ethiopia                                 | 7-12                             | No  | 1 537                 | 2 775               | 78   | 93   | 63     | 0.69      | 123                | 129                | 117                | 0.90                 |
| Gabon                                    | 6-16                             | Yes   | ...                   | 35 <sup>4</sup>     | ...  | ...  | ...    | ...       | 94 <sup>4</sup>    | 94 <sup>4</sup>    | 94 <sup>4</sup>    | 1.00 <sup>4</sup>    |
| Gambia <sup>3</sup>                      | 7-16                             | Yes   | 28                    | 33 <sup>4</sup>     | 83   | 85   | 80     | 0.94      | 89 <sup>4</sup>    | 86 <sup>4</sup>    | 92 <sup>4</sup>    | 1.07 <sup>4</sup>    |
| Ghana <sup>2, 3</sup>                    | 6-15                             | Yes   | 469                   | 627                 | 86   | 88   | 84     | 0.96      | 110                | 107                | 113                | 1.05                 |
| Guinea                                   | 6-12                             | No  | 119                   | 222                 | 51   | 55   | 45     | 0.82      | 85                 | 87                 | 81                 | 0.93                 |
| Guinea-Bissau <sup>3</sup>               | 7-12                             | Yes   | 35                    | ...                 | 92   | 106  | 79     | 0.74      | ...                | ...                | ...                | ...                  |
| Kenya                                    | 6-13                             | No  | 892                   | 1 113               | 103  | 105  | 102    | 0.97      | 115                | 117                | 112                | 0.96                 |
| Lesotho                                  | 6-12                             | No  | 51                    | 55                  | 106  | 106  | 107    | 1.01      | 124                | 128                | 120                | 0.94                 |
| Liberia <sup>2</sup>                     | 6-16                             | No  | 50                    | ...                 | 59   | 72   | 46     | 0.63      | ...                | ...                | ...                | ...                  |
| Madagascar <sup>3</sup>                  | 6-14                             | Yes   | 495                   | 994                 | 107  | 108  | 106    | 0.98      | 179                | 182                | 176                | 0.97                 |
| Malawi                                   | 6-13                             | No  | 616                   | 648                 | 177  | 176  | 178    | 1.01      | 152                | 147                | 158                | 1.08                 |
| Mali <sup>3</sup>                        | 7-15                             | Yes   | 171                   | 266                 | 51   | 57   | 44     | 0.77      | 64                 | 70                 | 59                 | 0.85                 |
| Mauritius <sup>3</sup>                   | 5-16                             | Yes   | 22                    | 20                  | 98   | 96   | 99     | 1.04      | 102                | 102                | 102                | 1.00                 |
| Mozambique                               | 6-12                             | No  | 536                   | 899                 | 102  | 110  | 93     | 0.85      | 153                | 159                | 148                | 0.93                 |
| Namibia <sup>3</sup>                     | 6-15                             | Yes   | 54                    | 56                  | 92   | 90   | 93     | 1.03      | 100                | 99                 | 101                | 1.02                 |
| Niger <sup>3</sup>                       | 4-16                             | Yes   | 133                   | 248                 | 40   | 46   | 33     | 0.71      | 58                 | 65                 | 51                 | 0.77                 |
| Nigeria <sup>3</sup>                     | 6-11                             | Yes   | ...                   | 4 431               | ...  | ...  | ...    | ...       | 116                | 124                | 107                | 0.87                 |
| Rwanda <sup>3</sup>                      | 6-12                             | Yes   | 295                   | 448                 | 134  | 136  | 132    | 0.97      | 177                | 178                | 177                | 1.00                 |
| Sao Tome and Principe                    | 7-12                             | Yes   | 4                     | 5                   | 109  | 110  | 108    | 0.98      | 116                | 113                | 119                | 1.06                 |
| Senegal <sup>3</sup>                     | 7-12                             | Yes   | 190                   | 291                 | 64   | 66   | 63     | 0.96      | 91                 | 90                 | 92                 | 1.02                 |
| Seychelles <sup>5</sup>                  | 6-15                             | Yes   | 2                     | 1                   | 117  | 116  | 118    | 1.02      | 115                | 113                | 118                | 1.05                 |
| Sierra Leone                             | ...                              | No  | ...                   | ...                 | ...  | ...  | ...    | ...       | ...                | ...                | ...                | ...                  |
| Somalia                                  | 6-13                             | No  | ...                   | ...                 | ...  | ...  | ...    | ...       | ...                | ...                | ...                | ...                  |
| South Africa                             | 7-15                             | No  | 1 157                 | 1 173 <sup>2</sup>  | 114  | 115  | 112    | 0.98      | 114 <sup>2</sup>   | 117 <sup>2</sup>   | 111 <sup>2</sup>   | 0.95 <sup>2</sup>    |
| Swaziland                                | 6-12                             | Yes   | 31                    | 33 <sup>2</sup>     | 100  | 102  | 98     | 0.96      | 118 <sup>2</sup>   | 122 <sup>2</sup>   | 114 <sup>2</sup>   | 0.94 <sup>2</sup>    |
| Togo                                     | 6-15                             | No  | 139                   | 161                 | 91   | 97   | 86     | 0.88      | 91                 | 94                 | 88                 | 0.93                 |
| Uganda                                   | ...                              | No  | ...                   | 1 486               | ...  | ...  | ...    | ...       | 151                | 153                | 150                | 0.98                 |
| United Republic of Tanzania <sup>3</sup> | 7-13                             | No  | 714                   | 1 193               | 72   | 72   | 72     | 0.99      | 109                | 110                | 108                | 0.98                 |
| Zambia                                   | 7-13                             | No  | 252                   | 436                 | 78   | 77   | 78     | 1.01      | 125                | 126                | 123                | 0.98                 |
| Zimbabwe                                 | 6-12                             | No  | 398                   | 417 <sup>4</sup>    | 110  | 111  | 108    | 0.97      | 120 <sup>4</sup>   | 122 <sup>4</sup>   | 118 <sup>4</sup>   | 0.97 <sup>4</sup>    |

|                            |     |     | Sum     | Sum     | Weighted average |     |     |      |     |     |     |      |
|----------------------------|-----|-----|---------|---------|------------------|-----|-----|------|-----|-----|-----|------|
| World                      | ... | ... | 129 884 | 134 926 | 106              | 110 | 101 | 0.91 | 112 | 115 | 109 | 0.94 |
| Countries in transition    | ... | ... | 4 232   | 3 250   | 94               | 95  | 94  | 0.99 | 100 | 101 | 100 | 0.99 |
| Developed countries        | ... | ... | 12 286  | 11 497  | 101              | 103 | 100 | 0.98 | 101 | 101 | 100 | 0.99 |
| Developing countries       | ... | ... | 113 366 | 120 179 | 106              | 112 | 101 | 0.90 | 114 | 117 | 110 | 0.94 |
| Arab States                | ... | ... | 6 297   | 7 026   | 90               | 94  | 87  | 0.93 | 97  | 100 | 95  | 0.95 |
| Central and Eastern Europe | ... | ... | 5 445   | 4 451   | 94               | 95  | 92  | 0.97 | 96  | 97  | 95  | 0.98 |
| Central Asia               | ... | ... | 1 785   | 1 500   | 101              | 101 | 100 | 1.00 | 104 | 105 | 104 | 0.99 |
| East Asia and the Pacific  | ... | ... | 37 021  | 32 634  | 102              | 103 | 102 | 0.99 | 100 | 101 | 98  | 0.98 |
| East Asia                  | ... | ... | 36 459  | 32 056  | 102              | 103 | 102 | 0.99 | 100 | 101 | 98  | 0.98 |
| Pacific                    | ... | ... | 562     | 578     | 102              | 103 | 101 | 0.98 | 106 | 108 | 104 | 0.96 |
| Latin America/Caribbean    | ... | ... | 13 176  | 13 215  | 119              | 122 | 116 | 0.95 | 119 | 123 | 115 | 0.93 |
| Caribbean                  | ... | ... | 565     | 547     | 164              | 162 | 166 | 1.02 | 161 | 159 | 162 | 1.02 |
| Latin America              | ... | ... | 12 612  | 12 668  | 118              | 121 | 114 | 0.95 | 118 | 122 | 113 | 0.93 |
| N. America/W. Europe       | ... | ... | 9 241   | 8 842   | 102              | 104 | 101 | 0.97 | 102 | 102 | 101 | 0.99 |
| South and West Asia        | ... | ... | 40 522  | 44 324  | 119              | 130 | 107 | 0.83 | 130 | 135 | 125 | 0.92 |
| Sub-Saharan Africa         | ... | ... | 16 397  | 22 933  | 90               | 96  | 85  | 0.88 | 113 | 118 | 108 | 0.92 |

1. Source: Tomasevsky (2006).

2. Information on compulsory education comes from the Reports under the United Nations Human Rights Treaties.

3. Some primary school fees continue to be charged despite the legal guarantee of free education (Bentaouet-Kattan, 2005; Tomasevsky, 2006; World Bank, 2002).

4. No tuition fees are charged but some direct costs have been reported (Bentaouet-Kattan, 2005; Tomasevsky, 2006; World Bank, 2002).

5. National population data were used to calculate enrolment ratios.

6. Enrolment and population data exclude Transnistria.

Table 4

| NET INTAKE RATE (NIR)<br>IN PRIMARY EDUCATION<br>[%] |      |        |              |                    |                    |                    |                      | SCHOOL LIFE EXPECTANCY<br>(expected number of years of formal schooling<br>from primary to tertiary education) |      |        |                 |                 |                 | Country or territory                     |
|--|------|--------|--------------|--------------------|--------------------|--------------------|----------------------|--|------|--------|-----------------|-----------------|-----------------|--|
| School year ending in                                |      |        |              |                    |                    |                    |                      | School year ending in  |      |        |                 |                 |                 |  |
| 1999   |      |        |              | 2005               |                    |                    |                      | 1999   |      |        | 2005            |                 |                 |  |
| Total  | Male | Female | GPI<br>(F/M) | Total              | Male               | Female             | GPI<br>(F/M)         | Total  | Male | Female | Total           | Male            | Female          |  |
| 16   | 18   | 13     | 0.70         | ...                | ...                | ...                | ...                  | 7  | 7    | 6      | 8 <sup>2</sup>  | 9 <sup>2</sup>  | 7 <sup>2</sup>  | Comoros <sup>2</sup>                     |
| ...  | ...  | ...    | ...          | ...                | ...                | ...                | ...                  | ...  | ...  | ...    | 8 <sup>y</sup>  | 9 <sup>y</sup>  | 7 <sup>y</sup>  | Congo <sup>3</sup>                       |
| 27   | 30   | 24     | 0.79         | 27 <sup>*</sup> .y | 28 <sup>*</sup> .y | 26 <sup>*</sup> .y | 0.94 <sup>*</sup> .y | 6  | 7    | 5      | ...             | ...             | ...             | Côte d'Ivoire                            |
| 23   | 22   | 24     | 1.09         | ...                | ...                | ...                | ...                  | 4  | ...  | ...    | ...             | ...             | ...             | D. R. Congo <sup>3</sup>                 |
| ...  | ...  | ...    | ...          | ...                | ...                | ...                | ...                  | ...  | ...  | ...    | ...             | ...             | ...             | Equatorial Guinea                        |
| 19   | 20   | 17     | 0.89         | 24                 | 25                 | 23                 | 0.90                 | 5  | 5    | 4      | 6 <sup>2</sup>  | 7 <sup>2</sup>  | 5 <sup>2</sup>  | Eritrea                                  |
| 20   | 23   | 18     | 0.80         | 31 <sup>2</sup>    | 33 <sup>2</sup>    | 30 <sup>2</sup>    | 0.92 <sup>2</sup>    | 4  | 5    | 3      | 6               | 7               | 6               | Ethiopia                                 |
| ...  | ...  | ...    | ...          | ...                | ...                | ...                | ...                  | 12   | 12   | 12     | ...             | ...             | ...             | Gabon                                    |
| 48   | 49   | 47     | 0.96         | ...                | ...                | ...                | ...                  | 7  | 8    | 6      | 8 <sup>2</sup>  | 8 <sup>2</sup>  | 8 <sup>2</sup>  | Gambia <sup>3</sup>                      |
| 29   | 29   | 29     | 1.00         | 34                 | 33                 | 35                 | 1.06                 | ...  | ...  | ...    | 9               | 9               | 8               | Ghana <sup>2, 3</sup>                    |
| 19   | 20   | 18     | 0.89         | 36                 | 37                 | 36                 | 0.97                 | ...  | ...  | ...    | 7               | 9               | 6               | Guinea                                   |
| ...  | ...  | ...    | ...          | ...                | ...                | ...                | ...                  | ...  | ...  | ...    | ...             | ...             | ...             | Guinea-Bissau <sup>3</sup>               |
| 30   | 29   | 31     | 1.05         | 42 <sup>y</sup>    | 41 <sup>y</sup>    | 43 <sup>y</sup>    | 1.05 <sup>y</sup>    | ...  | ...  | ...    | 10 <sup>2</sup> | 10 <sup>2</sup> | 10 <sup>2</sup> | Kenya                                    |
| 28   | 27   | 29     | 1.06         | 59                 | 59                 | 60                 | 1.01                 | 9  | 9    | 10     | 11              | 11              | 11              | Lesotho                                  |
| ...  | ...  | ...    | ...          | ...                | ...                | ...                | ...                  | 8  | 10   | 7      | ...             | ...             | ...             | Liberia <sup>2</sup>                     |
| ...  | ...  | ...    | ...          | 71                 | 71                 | 71                 | 1.00                 | 6  | 6    | 6      | ...             | ...             | ...             | Madagascar <sup>3</sup>                  |
| ...  | ...  | ...    | ...          | ...                | ...                | ...                | ...                  | 11   | 12   | 10     | 10 <sup>2</sup> | 10 <sup>2</sup> | 9 <sup>2</sup>  | Malawi                                   |
| ...  | ...  | ...    | ...          | 24                 | 26                 | 21                 | 0.83                 | 4  | 5    | 3      | 6               | 7               | 5               | Mali <sup>3</sup>                        |
| 72   | 71   | 74     | 1.03         | 90                 | 90                 | 91                 | 1.01                 | 12   | 12   | 12     | 14              | 14              | 13              | Mauritius <sup>3</sup>                   |
| 18   | 18   | 17     | 0.93         | 49                 | 49                 | 49                 | 0.99                 | 5  | ...  | ...    | 8               | 9               | 7               | Mozambique                               |
| 52   | 51   | 54     | 1.07         | 57                 | 56                 | 59                 | 1.05                 | ...  | ...  | ...    | 11 <sup>2</sup> | 11 <sup>2</sup> | 11 <sup>2</sup> | Namibia <sup>3</sup>                     |
| 25   | 30   | 20     | 0.68         | 34                 | 39                 | 29                 | 0.75                 | ...  | ...  | ...    | 3               | 4               | 3               | Niger <sup>3</sup>                       |
| ...  | ...  | ...    | ...          | 72 <sup>2</sup>    | 77 <sup>2</sup>    | 67 <sup>2</sup>    | 0.87 <sup>2</sup>    | 8  | 8    | 7      | 9               | 10              | 8               | Nigeria <sup>3</sup>                     |
| ...  | ...  | ...    | ...          | 91 <sup>2</sup>    | 90 <sup>2</sup>    | 92 <sup>2</sup>    | 1.03 <sup>2</sup>    | 7  | ...  | ...    | 8               | 8               | 8               | Rwanda <sup>3</sup>                      |
| ...  | ...  | ...    | ...          | ...                | ...                | ...                | ...                  | ...  | ...  | ...    | 10              | 10              | 10              | Sao Tome and Principe                    |
| 36   | 36   | 35     | 0.96         | 58                 | 58                 | 59                 | 1.01                 | 5  | ...  | ...    | 6               | ...             | ...             | Senegal <sup>3</sup>                     |
| 75   | 74   | 77     | 1.03         | 69 <sup>y</sup>    | 67 <sup>y</sup>    | 72 <sup>y</sup>    | 1.06 <sup>y</sup>    | 14   | 14   | 14     | 13              | 13              | 14              | Seychelles <sup>5</sup>                  |
| ...  | ...  | ...    | ...          | ...                | ...                | ...                | ...                  | ...  | ...  | ...    | ...             | ...             | ...             | Sierra Leone                             |
| ...  | ...  | ...    | ...          | ...                | ...                | ...                | ...                  | ...  | ...  | ...    | ...             | ...             | ...             | Somalia                                  |
| 43   | 44   | 42     | 0.96         | 51 <sup>2</sup>    | 52 <sup>2</sup>    | 51 <sup>2</sup>    | 0.98 <sup>2</sup>    | 13   | 13   | 14     | 13 <sup>2</sup> | 13 <sup>2</sup> | 13 <sup>2</sup> | South Africa                             |
| 42   | 41   | 44     | 1.06         | 50 <sup>2</sup>    | 49 <sup>2</sup>    | 51 <sup>2</sup>    | 1.03 <sup>2</sup>    | 10   | 10   | 10     | 10 <sup>2</sup> | 10 <sup>2</sup> | 10 <sup>2</sup> | Swaziland                                |
| 37   | 40   | 35     | 0.87         | 38                 | 40                 | 37                 | 0.92                 | 9  | 11   | 7      | ...             | ...             | ...             | Togo                                     |
| ...  | ...  | ...    | ...          | 66                 | 66                 | 66                 | 1.01                 | 10   | 11   | 9      | 10 <sup>2</sup> | 11 <sup>2</sup> | 10 <sup>2</sup> | Uganda                                   |
| 14   | 13   | 15     | 1.16         | 90                 | 89                 | 90                 | 1.02                 | 5  | 5    | 5      | ...             | ...             | ...             | United Republic of Tanzania <sup>3</sup> |
| 35   | 33   | 36     | 1.07         | 47                 | 48                 | 45                 | 0.94                 | 6  | 7    | 6      | ...             | ...             | ...             | Zambia                                   |
| ...  | ...  | ...    | ...          | 45 <sup>y</sup>    | 45 <sup>y</sup>    | 46 <sup>y</sup>    | 1.03 <sup>y</sup>    | 10   | ...  | ...    | 9 <sup>y</sup>  | 9 <sup>y</sup>  | 9 <sup>y</sup>  | Zimbabwe                                 |

| Median |     |     |      |     |     |     |      | Weighted average |     |     |     |     |     | Country or territory       |
|--------|-----|-----|------|-----|-----|-----|------|------------------|-----|-----|-----|-----|-----|----------------------------|
| ...    | ... | ... | ...  | 69  | 69  | 70  | 1.02 | 10               | 10  | 9   | 11  | 11  | 11  |                            |
| ...    | ... | ... | ...  | 71  | 71  | 71  | 0.99 | 12               | 12  | 12  | 13  | 13  | 13  | World                      |
| ...    | ... | ... | ...  | ... | ... | ... | ...  | 15               | 15  | 16  | 16  | 15  | 16  | Countries in transition    |
| ...    | ... | ... | ...  | 66  | 66  | 67  | 1.00 | 9                | 10  | 9   | 10  | 11  | 10  | Developed countries        |
| 65     | 65  | 65  | 1.00 | 61  | 62  | 60  | 0.97 | 10               | 11  | 9   | 11  | 11  | 10  | Developing countries       |
| ...    | ... | ... | ...  | ... | ... | ... | ...  | 12               | 12  | 12  | 13  | 13  | 13  | Arab States                |
| ...    | ... | ... | ...  | 75  | 74  | 76  | 1.03 | 11               | 11  | 11  | 12  | 12  | 12  | Central and Eastern Europe |
| ...    | ... | ... | ...  | ... | ... | ... | ...  | 10               | 11  | 10  | 12  | 12  | 11  | Central Asia               |
| ...    | ... | ... | ...  | ... | ... | ... | ...  | 10               | 11  | 10  | 11  | 12  | 11  | East Asia and the Pacific  |
| ...    | ... | ... | ...  | ... | ... | ... | ...  | 15               | 14  | 15  | 15  | 15  | 15  | East Asia                  |
| ...    | ... | ... | ...  | 69  | 68  | 71  | 1.04 | 13               | 12  | 13  | 13  | 13  | 13  | Pacific                    |
| ...    | ... | ... | ...  | 67  | 67  | 67  | 1.00 | 11               | 11  | 11  | 11  | 11  | 11  | Latin America/Caribbean    |
| ...    | ... | ... | ...  | 75  | 75  | 76  | 1.00 | 13               | 12  | 13  | 13  | 13  | 13  | Caribbean                  |
| ...    | ... | ... | ...  | ... | ... | ... | ...  | 16               | 15  | 16  | 16  | 16  | 17  | Latin America              |
| ...    | ... | ... | ...  | ... | ... | ... | ...  | 8                | 9   | 7   | 10  | 10  | 9   | N. America/W. Europe       |
| 28     | 27  | 29  | 1.06 | 48  | 49  | 47  | 0.96 | 7                | 7   | 6   | 8   | 9   | 7   | South and West Asia        |
| ...    | ... | ... | ...  | ... | ... | ... | ...  | ...              | ... | ... | ... | ... | ... | Sub-Saharan Africa         |

7. Children can enter primary school at age 6 or 7.

8. For the first time, data include French overseas departments and territories (DOM-TOM).

9. Enrolment ratios were not calculated due to lack of United Nations population data by age.

10. Enrolment ratios were not calculated due to inconsistencies between enrolment and the United Nations population data.

Data in italic are UIS estimates.

Data in bold are for the school year ending in 2006.

(z) Data are for the school year ending in 2004.

(y) Data are for the school year ending in 2003.

(\*) National estimates.

Table 5  
Participation in primary education

| Country or territory       | Age group                           | School-age population <sup>1</sup> (000) | ENROLMENT IN PRIMARY EDUCATION |     |             |     | Enrolment in private institutions as % of total enrolment |                 | GROSS ENROLMENT RATIO (GER) IN PRIMARY EDUCATION [%] |                  |        |           |     |      |
|----------------------------|-------------------------------------|--|--------------------------------|-----|-------------|-----|---|-----------------|--|------------------|--------|-----------|-----|------|
|                            |                                     |  | School year ending in          |     |             |     | School year ending in                                     |                 | School year ending in                                |                  |        |           |     |      |
|                            |                                     |  | 1999                           |     | 2005        |     | 1999  |                 | 2005   |                  | 1999   |           |     |      |
|                            |                                     |  | Total (000)                    | % F | Total (000) | % F |   |                 | Total  | Male             | Female | GPI (F/M) |     |      |
|                            | 2005                                | 2004                                     |                                |     |             |     |   |                 |  |                  |        |           |     |      |
| Arab States                |                                     |  |                                |     |             |     |   |                 |  |                  |        |           |     |      |
| 1                          | Algeria                             | 6-11                                     | 3 902                          |     | 4 779       | 47  | 4 362   | 47              | .  | —                | 105    | 110       | 100 | 0.91 |
| 2                          | Bahrain                             | 6-11                                     | 80                             |     | 76          | 49  | 83  | 49              | 19   | 24               | 105    | 105       | 105 | 1.01 |
| 3                          | Djibouti                            | 6-11                                     | 126                            |     | 38          | 41  | 51  | 45              | 9  | 15               | 35     | 40        | 29  | 0.71 |
| 4                          | Egypt                               | 6-11                                     | 9 487                          |     | 8 086       | 47  | 9 564   | 47              | ...  | 7                | 101    | 106       | 97  | 0.91 |
| 5                          | Iraq                                | 6-11                                     | 4 499                          |     | 3 604       | 44  | 4 430   | 44              | .  | .                | 92     | 101       | 83  | 0.82 |
| 6                          | Jordan                              | 6-11                                     | 840                            |     | 706         | 49  | 805   | 49              | 29   | 30               | 99     | 99        | 99  | 1.00 |
| 7                          | Kuwait                              | 6-10                                     | 207                            |     | 140         | 49  | 203   | 48              | 32   | 33               | 100    | 99        | 101 | 1.01 |
| 8                          | Lebanon                             | 6-11                                     | 426                            |     | 395         | 48  | 453   | 48              | 66   | 66               | 115    | 117       | 112 | 0.95 |
| 9                          | Libyan Arab Jamahiriya              | 6-11                                     | 666                            |     | 822         | 48  | 710   | 49              | .  | 3 <sup>y</sup>   | 114    | 115       | 113 | 0.98 |
| 10                         | Mauritania                          | 6-11                                     | 476                            |     | 346         | 48  | 444   | 50              | 2  | 8                | 87     | 89        | 84  | 0.94 |
| 11                         | Morocco                             | 6-11                                     | 3 828                          |     | 3 462       | 44  | 4 023   | 46              | 4  | 7                | 87     | 96        | 78  | 0.81 |
| 12                         | Oman                                | 6-11                                     | 352                            |     | 316         | 48  | 288   | 49              | 5  | 5                | 91     | 92        | 89  | 0.97 |
| 13                         | Palestinian Autonomous Territories  | 6-9                                      | 437                            |     | 368         | 49  | 387   | 49              | 9  | 9                | 106    | 106       | 107 | 1.01 |
| 14                         | Qatar                               | 6-11                                     | 66                             |     | 61          | 48  | 70  | 49              | 37   | 45               | 105    | 107       | 103 | 0.96 |
| 15                         | Saudi Arabia                        | 6-11                                     | 3 597                          |     | ...         | ... | 3 264   | 49              | ...  | 7                | ...    | ...       | ... | ...  |
| 16                         | Sudan                               | 6-11                                     | 5 424                          |     | 2 513       | 45  | 3 278   | 46              | 2  | 5                | 51     | 55        | 47  | 0.85 |
| 17                         | Syrian Arab Republic                | 6-9                                      | 1 813                          |     | 2 738       | 47  | 2 252   | 48              | 4  | 4                | 102    | 107       | 98  | 0.92 |
| 18                         | Tunisia                             | 6-11                                     | 1 082                          |     | 1 443       | 47  | 1 184   | 48              | 0.7  | 1                | 114    | 117       | 111 | 0.95 |
| 19                         | United Arab Emirates                | 6-10                                     | 315                            |     | 270         | 48  | 263   | 48              | 44   | 61               | 90     | 91        | 89  | 0.97 |
| 20                         | Yemen                               | 6-11                                     | 3 634                          |     | 2 303       | 35  | 3 220   | 42              | 1  | 2                | 73     | 93        | 52  | 0.56 |
| Central and Eastern Europe |                                     |  |                                |     |             |     |   |                 |  |                  |        |           |     |      |
| 21                         | Albania                             | 6-9                                      | 231                            |     | 292         | 48  | 250 <sup>z</sup>  | 48 <sup>z</sup> | .  | 4 <sup>z</sup>   | 110    | 111       | 109 | 0.98 |
| 22                         | Belarus                             | 6-9                                      | 374                            |     | 632         | 48  | 380   | 48              | 0.1  | 0.1              | 109    | 110       | 108 | 0.98 |
| 23                         | Bosnia and Herzegovina              | 6-9                                      | 185                            |     | ...         | ... | ...   | ...             | ...  | ...              | ...    | ...       | ... | ...  |
| 24                         | Bulgaria                            | 7-10                                     | 284                            |     | 412         | 48  | 290   | 48              | 0.3  | 0.4              | 106    | 107       | 104 | 0.97 |
| 25                         | Croatia                             | 7-10                                     | 200                            |     | 203         | 49  | 192 <sup>y</sup>  | 49 <sup>y</sup> | 0.1  | 0.2 <sup>y</sup> | 92     | 93        | 92  | 0.98 |
| 26                         | Czech Republic                      | 6-10                                     | 497                            |     | 655         | 49  | 503   | 48              | 0.8  | 1                | 104    | 104       | 103 | 0.99 |
| 27                         | Estonia                             | 7-12                                     | 85                             |     | 127         | 48  | 86  | 48              | 1  | 2                | 102    | 104       | 100 | 0.97 |
| 28                         | Hungary                             | 7-10                                     | 441                            |     | 503         | 48  | 431   | 48              | 5  | 6                | 102    | 102       | 101 | 0.98 |
| 29                         | Latvia                              | 7-10                                     | 92                             |     | 141         | 48  | 84  | 48              | 1  | 1                | 99     | 100       | 98  | 0.98 |
| 30                         | Lithuania                           | 7-10                                     | 166                            |     | 220         | 48  | 158   | 49              | 0.4  | 0.4              | 103    | 104       | 102 | 0.98 |
| 31                         | Poland                              | 7-12                                     | 2 782                          |     | 3 434       | 48  | 2 724   | 49              | ...  | 2                | 98     | 99        | 97  | 0.98 |
| 32                         | Republic of Moldova <sup>3, 4</sup> | 7-10                                     | ...                            |     | 262         | 49  | 184   | 48              | ...  | 1                | 95     | 95        | 95  | 1.00 |
| 33                         | Romania                             | 7-10                                     | 907                            |     | 1 285       | 49  | 970   | 48              | .  | 0.2              | 105    | 105       | 104 | 0.98 |
| 34                         | Russian Federation <sup>5</sup>     | 7-9                                      | 4 125                          |     | 6 138       | 49  | 5 309   | 49              | 0.3  | 0.5              | 100    | 100       | 99  | 0.99 |
| 35                         | Serbia and Montenegro <sup>3</sup>  | 7-10                                     | ...                            |     | 418         | 49  | ...   | ...             | .  | ...              | 104    | 105       | 103 | 0.99 |
| 36                         | Slovakia                            | 6-9                                      | 246                            |     | 317         | 49  | 242   | 48              | 4  | 5                | 103    | 103       | 102 | 0.99 |
| 37                         | Slovenia                            | 6-10                                     | 92                             |     | 92          | 48  | 93  | 48              | 0.1  | 0.1              | 101    | 102       | 100 | 0.99 |
| 38                         | TFYR Macedonia                      | 7-10                                     | 112                            |     | 130         | 48  | 110   | 48              | .  | .                | 101    | 102       | 100 | 0.98 |
| 39                         | Turkey                              | 6-11                                     | 8 518                          |     | ...         | ... | 7 948   | 48              | ...  | 2                | ...    | ...       | ... | ...  |
| 40                         | Ukraine                             | 6-9                                      | 1 821                          |     | 2 200       | 49  | 1 946   | 49              | 0.3  | 0.5              | 105    | 106       | 105 | 0.99 |
| Central Asia               |                                     |  |                                |     |             |     |   |                 |  |                  |        |           |     |      |
| 41                         | Armenia                             | 7-9                                      | 134                            |     | ...         | ... | 125   | 48              | ...  | 1                | ...    | ...       | ... | ...  |
| 42                         | Azerbaijan                          | 6-9                                      | 590                            |     | 707         | 49  | 568   | 48              | —  | 0.2              | 94     | 94        | 94  | 1.00 |
| 43                         | Georgia                             | 6-11                                     | 360                            |     | 302         | 49  | 337   | 48              | 0.5  | 3                | 98     | 98        | 98  | 1.00 |
| 44                         | Kazakhstan                          | 7-10                                     | 939                            |     | 1 249       | 49  | 1 024   | 49              | 0.5  | 0.7              | 98     | 98        | 98  | 1.00 |
| 45                         | Kyrgyzstan                          | 7-10                                     | 444                            |     | 470         | 49  | 434   | 49              | 0.2  | 0.3              | 98     | 98        | 97  | 0.99 |
| 46                         | Mongolia                            | 7-11                                     | 269                            |     | 251         | 50  | 251   | 49              | 0.5  | 3                | 98     | 97        | 100 | 1.04 |
| 47                         | Tajikistan                          | 7-10                                     | 685                            |     | 690         | 48  | 693   | 48              | .  | .                | 98     | 101       | 95  | 0.95 |
| 48                         | Turkmenistan                        | 7-9                                      | 305                            |     | ...         | ... | ...   | ...             | ...  | ...              | ...    | ...       | ... | ...  |
| 49                         | Uzbekistan                          | 7-10                                     | 2 374                          |     | ...         | ... | 2 441 <sup>z</sup>  | 49 <sup>z</sup> | ...  | . <sup>z</sup>   | ...    | ...       | ... | ...  |
| East Asia and the Pacific  |                                     |  |                                |     |             |     |   |                 |  |                  |        |           |     |      |
| 50                         | Australia                           | 5-11                                     | 1 863                          |     | 1 885       | 49  | 1 935   | 49              | 27   | 29               | 98     | 98        | 98  | 1.00 |
| 51                         | Brunei Darussalam                   | 6-11                                     | 43                             |     | 46          | 47  | 46  | 48              | 36   | 36               | 114    | 115       | 112 | 0.97 |
| 52                         | Cambodia                            | 6-11                                     | 2 010                          |     | 2 127       | 46  | 2 695   | 47              | 2  | 0.5              | 99     | 106       | 92  | 0.87 |
| 53                         | China <sup>6</sup>                  | 7-11                                     | 99 967                         |     | ...         | ... | 108 925   | 47              | ...  | 4                | ...    | ...       | ... | ...  |



Table 5

| GROSS ENROLMENT RATIO (GER)<br>IN PRIMARY EDUCATION<br>[%] |                  |                  |                   |  | NET ENROLMENT RATIO (NER)<br>IN PRIMARY EDUCATION<br>[%] |      |        |              |                 |                 |                 |                   | OUT-OF-SCHOOL<br>CHILDREN <sup>2</sup> |     |                  |                 |
|--|------------------|------------------|-------------------|--|--|------|--------|--------------|-----------------|-----------------|-----------------|-------------------|--|-----|------------------|-----------------|
| School year ending in                                      |                  |                  |                   |  | School year ending in                                    |      |        |              |                 |                 |                 |                   | School year ending in                  |     |                  |                 |
| 2005   |                  |                  |                   |  | 1999   |      |        |              | 2005            |                 |                 |                   | 1999                                   |     | 2005             |                 |
| Total  | Male             | Female           | GPI<br>(F/M)      |  | Total  | Male | Female | GPI<br>(F/M) | Total           | Male            | Female          | GPI<br>(F/M)      | Total<br>(000)                         | % F | Total<br>(000)   | % F             |
| Arab States  |                  |                  |                   |  |  |      |        |              |                 |                 |                 |                   |  |     |                  |                 |
| 112  | 116              | 107              | 0.93              |  | 91   | 93   | 89     | 0.96         | 97              | 98              | 95              | 0.98              | 362                                    | 61  | 39               | 100             |
| 104  | 105              | 104              | 0.99              |  | 96   | 95   | 97     | 1.02         | 97              | 97              | 97              | 1.00              | 0.9                                    | 7   | 1.3              | 48              |
| 40   | 44               | 36               | 0.82              |  | 28   | 33   | 24     | 0.73         | 33              | 37              | 30              | 0.81              | 79                                     | 53  | 83               | 52              |
| 101  | 104              | 97               | 0.94              |  | 93   | 97   | 90     | 0.93         | 94              | 96              | 91              | 0.95              | 320                                    | 91  | 269              | 96              |
| 98   | 108              | 89               | 0.83              |  | 85   | 91   | 78     | 0.85         | 88              | 94              | 81              | 0.86              | 603                                    | 71  | 552              | 76              |
| 96   | 95               | 96               | 1.01              |  | 92   | 91   | 92     | 1.01         | 89              | 88              | 90              | 1.02              | 33                                     | 45  | 62               | 44              |
| 98   | 99               | 97               | 0.98              |  | 87   | 86   | 87     | 1.01         | 87              | 87              | 86              | 0.99              | 10                                     | 46  | 28               | 50              |
| 106  | 108              | 105              | 0.97              |  | 94   | 96   | 92     | 0.96         | 92              | 93              | 92              | 0.99              | 13                                     | 69  | 24               | 51              |
| 106  | 106              | 105              | 0.99              |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 93   | 93               | 94               | 1.01              |  | 63   | 65   | 61     | 0.94         | 72              | 72              | 72              | 1.00              | 150                                    | 52  | 130              | 50              |
| 105  | 111              | 99               | 0.89              |  | 72   | 77   | 66     | 0.86         | 86              | 89              | 83              | 0.94              | 1 114                                  | 59  | 525              | 59              |
| 82   | 81               | 82               | 1.01              |  | 80   | 80   | 80     | 1.00         | 73              | 73              | 74              | 1.02              | 63                                     | 48  | 86               | 47              |
| 89   | 89               | 88               | 0.99              |  | 97   | 96   | 97     | 1.01         | 80              | 80              | 80              | 0.99              | 4                                      | 26  | 70               | 50              |
| 106  | 106              | 106              | 0.99              |  | 94   | 94   | 94     | 1.01         | 96              | 96              | 96              | 1.00              | 0.6                                    | 46  | 0.3              | —               |
| 91   | 91               | 91               | 1.00              |  | ...  | ...  | ...    | ...          | 78              | 77              | 79              | 1.03              | ...                                    | ... | 793              | 46              |
| 60   | 65               | 56               | 0.87              |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 124  | 127              | 121              | 0.95              |  | 92   | 95   | 88     | 0.93         | ...             | ...             | ...             | ...               | 137                                    | 84  | ...              | ...             |
| 109  | 111              | 108              | 0.97              |  | 94   | 95   | 92     | 0.98         | 97              | 97              | 97              | 1.01              | 72                                     | 58  | 22               | 36              |
| 83   | 85               | 82               | 0.97              |  | 79   | 79   | 79     | 0.99         | 71              | 71              | 70              | 0.97              | 56                                     | 50  | 76               | 52              |
| 89   | 101              | 75               | 0.74              |  | 57   | 72   | 42     | 0.59         | 75 <sup>2</sup> | 87 <sup>2</sup> | 63 <sup>2</sup> | 0.73 <sup>2</sup> | 1 334                                  | 66  | 861 <sup>2</sup> | 73 <sup>2</sup> |
| Central and Eastern Europe                                 |                  |                  |                   |  |  |      |        |              |                 |                 |                 |                   |  |     |                  |                 |
| 106 <sup>2</sup>   | 106 <sup>2</sup> | 105 <sup>2</sup> | 0.99 <sup>2</sup> |  | 99   | 100  | 99     | 0.99         | 94 <sup>2</sup> | 94 <sup>2</sup> | 94 <sup>2</sup> | 1.00 <sup>2</sup> | 1.6                                    | 100 | 14 <sup>2</sup>  | 49 <sup>2</sup> |
| 101  | 103              | 100              | 0.97              |  | ...  | ...  | ...    | ...          | 89              | 91              | 88              | 0.97              | ...                                    | ... | 38               | 56              |
| ...  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 102  | 103              | 101              | 0.99              |  | 97   | 98   | 96     | 0.98         | 93              | 93              | 93              | 0.99              | 5                                      | 79  | 15               | 51              |
| 94 <sup>Y</sup>  | 95 <sup>Y</sup>  | 94 <sup>Y</sup>  | 0.99 <sup>Y</sup> |  | 85   | 86   | 85     | 0.98         | 87 <sup>Y</sup> | 88 <sup>Y</sup> | 87 <sup>Y</sup> | 0.99 <sup>Y</sup> | 18                                     | 52  | 14 <sup>Y</sup>  | 51 <sup>Y</sup> |
| 101  | 102              | 100              | 0.98              |  | 97   | 97   | 97     | 1.00         | 92              | 91              | 93              | 1.02              | 18                                     | 45  | 39               | 42              |
| 100  | 102              | 99               | 0.97              |  | 96   | 96   | 95     | 0.98         | 95              | 95              | 95              | 0.99              | 0.2                                    | 86  | 2                | 42              |
| 98   | 99               | 97               | 0.98              |  | 88   | 88   | 88     | 0.99         | 89              | 90              | 88              | 0.98              | 15                                     | 46  | 19               | 50              |
| 92   | 94               | 90               | 0.96              |  | ...  | ...  | ...    | ...          | 88              | 86              | 89              | 1.03              | ...                                    | ... | 9                | 39              |
| 95   | 95               | 95               | 1.00              |  | 95   | 96   | 95     | 0.99         | 89              | 89              | 89              | 1.00              | 4                                      | 46  | 14               | 45              |
| 98   | 98               | 98               | 0.99              |  | 96   | 96   | 96     | 1.00         | 96              | 96              | 97              | 1.00              | 133                                    | 48  | 96               | 46              |
| 92   | 93               | 92               | 0.99              |  | 88   | ...  | ...    | ...          | 86              | 86              | 86              | 0.99              | 24                                     | ... | 24               | 49              |
| 107  | 108              | 106              | 0.99              |  | 96   | 96   | 95     | 0.99         | 93              | 93              | 92              | 0.99              | 1.6                                    | 100 | 34               | 52              |
| 129  | 129              | 128              | 1.00              |  | ...  | ...  | ...    | ...          | 92              | 92              | 93              | 1.01              | ...                                    | ... | 323              | 46              |
| ...  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 99   | 99               | 98               | 0.99              |  | ...  | ...  | ...    | ...          | 92              | 91              | 92              | 1.01              | ...                                    | ... | 20               | 46              |
| 101  | 102              | 100              | 0.99              |  | 97   | 98   | 97     | 0.99         | 98              | 99              | 98              | 0.99              | 0.5                                    | 81  | 0.2              | 100             |
| 98   | 98               | 98               | 1.00              |  | 93   | 94   | 92     | 0.98         | 92              | 92              | 92              | 1.00              | 1.4                                    | 95  | 3                | 45              |
| 93   | 96               | 91               | 0.95              |  | ...  | ...  | ...    | ...          | 89              | 92              | 87              | 0.95              | ...                                    | ... | 905              | 59              |
| 107  | 107              | 107              | 1.00              |  | ...  | ...  | ...    | ...          | 83              | 83*             | 83*             | 1.00*             | ...                                    | ... | 296              | 49*             |
| Central Asia   |                  |                  |                   |  |  |      |        |              |                 |                 |                 |                   |  |     |                  |                 |
| 94   | 92               | 96               | 1.04              |  | ...  | ...  | ...    | ...          | 79              | 77              | 81              | 1.05              | ...                                    | ... | 18               | 40              |
| 96   | 97               | 95               | 0.98              |  | 85   | 85   | 86     | 1.01         | 85              | 85              | 84              | 0.98              | 110                                    | 47  | 91               | 50              |
| 94   | 93               | 94               | 1.01              |  | ...  | ...  | ...    | ...          | 93 <sup>2</sup> | 93 <sup>2</sup> | 92 <sup>2</sup> | 0.99 <sup>2</sup> | ...                                    | ... | 26 <sup>2</sup>  | 50 <sup>2</sup> |
| 109  | 110              | 108              | 0.99              |  | ...  | ...  | ...    | ...          | 91              | 92              | 90              | 0.98              | ...                                    | ... | 9                | 59              |
| 98   | 98               | 97               | 0.99              |  | 88*  | 89*  | 87*    | 0.99*        | 87              | 87              | 86              | 0.99              | 28*                                    | 50* | 24               | 48              |
| 93   | 92               | 94               | 1.02              |  | 90   | 88   | 91     | 1.04         | 84              | 83              | 85              | 1.03              | 20                                     | 36  | 32               | 42              |
| 101  | 103              | 99               | 0.96              |  | ...  | ...  | ...    | ...          | 97              | 99              | 96              | 0.96              | ...                                    | ... | 18               | 86              |
| ...  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 100 <sup>2</sup>   | 100 <sup>2</sup> | 99 <sup>2</sup>  | 0.99 <sup>2</sup> |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| East Asia and the Pacific                                  |                  |                  |                   |  |  |      |        |              |                 |                 |                 |                   |  |     |                  |                 |
| 104  | 104              | 104              | 0.99              |  | 92   | 92   | 92     | 1.01         | 97              | 96              | 97              | 1.00              | 154                                    | 47  | 61               | 45              |
| 107  | 108              | 107              | 1.00              |  | ...  | ...  | ...    | ...          | 93              | 93              | 94              | 1.01              | ...                                    | ... | 1.3              | 37              |
| 134  | 139              | 129              | 0.92              |  | 85   | 89   | 81     | 0.91         | 99              | 100             | 98              | 0.98              | 321                                    | 63  | 23               | 85              |
| 112  | 113              | 111              | 0.98              |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |

Table 5 (continued)

| Country or territory                   | Age group | School-age population <sup>1</sup> (000) | ENROLMENT IN PRIMARY EDUCATION |     |                     |                 | Enrolment in private institutions as % of total enrolment |                  | GROSS ENROLMENT RATIO (GER) IN PRIMARY EDUCATION (%) |      |        |           |
|--|-----------|--|--------------------------------|-----|---------------------|-----------------|---|------------------|--|------|--------|-----------|
|  |           |  | School year ending in          |     |                     |                 | School year ending in                                     |                  | School year ending in                                |      |        |           |
|  |           |  | 1999                           |     | 2005                |                 | 1999  | 2005             | 1999   |      |        |           |
|  |           |  | Total (000)                    | % F | Total (000)         | % F             |   |                  | Total  | Male | Female | GPI (F/M) |
| 54 Cook Islands <sup>3</sup>           | 5-10      | ...                                      | 3                              | 46  | 2 <sup>2</sup>      | 47 <sup>2</sup> | 15  | 19 <sup>2</sup>  | 96   | 99   | 94     | 0.95      |
| 55 DPR Korea                           | 6-9       | 1 557                                    | ...                            | ... | ...                 | ...             | ...   | ...              | ...  | ...  | ...    | ...       |
| 56 Fiji                                | 6-11      | 107                                      | 116                            | 48  | 114                 | 48              | ...   | 99               | 110  | 111  | 110    | 0.99      |
| 57 Indonesia                           | 7-12      | 24 855                                   | ...                            | ... | 29 150              | 48              | ...   | 17               | ...  | ...  | ...    | ...       |
| 58 Japan                               | 6-11      | 7 226                                    | 7 692                          | 49  | 7 232               | 49              | 0.9   | 1                | 101  | 101  | 101    | 1.00      |
| 59 Kiribati <sup>3</sup>               | 6-11      | ...                                      | 14                             | 49  | 16                  | 49              | ...   | ...              | 104  | 104  | 105    | 1.01      |
| 60 Lao People's Democratic Republic    | 6-10      | 769                                      | 828                            | 45  | 891                 | 46              | 2   | 2                | 117  | 126  | 107    | 0.85      |
| 61 Macao, China                        | 6-11      | 35                                       | 47                             | 47  | 37                  | 47              | 95  | 96               | 100  | 102  | 97     | 0.96      |
| 62 Malaysia                            | 6-11      | 3 317                                    | 3 040                          | 48  | 3 159 <sup>2</sup>  | 49 <sup>2</sup> | 6   | 0.9 <sup>2</sup> | 100  | 101  | 99     | 0.98      |
| 63 Marshall Islands <sup>3</sup>       | 6-11      | ...                                      | 8                              | 48  | 8                   | 47              | 25  | 24 <sup>y</sup>  | 101  | 102  | 100    | 0.98      |
| 64 Micronesia (Federated States of)    | 6-11      | 16                                       | ...                            | ... | 19                  | 48              | ...   | ...              | ...  | ...  | ...    | ...       |
| 65 Myanmar                             | 5-9       | 4 966                                    | 4 733                          | 49  | 4 948               | 50              | .   | .                | 88   | 88   | 87     | 0.99      |
| 66 Nauru <sup>3</sup>                  | 6-11      | ...                                      | ...                            | ... | 1 <sup>2</sup>      | 47 <sup>2</sup> | ...   | 21 <sup>y</sup>  | ...  | ...  | ...    | ...       |
| 67 New Zealand                         | 5-10      | 345                                      | 361                            | 49  | 353                 | 49              | 2   | 12               | 102  | 102  | 103    | 1.01      |
| 68 Niue <sup>3</sup>                   | 5-10      | ...                                      | 0.3                            | 46  | 0.2                 | 51              | .   | ...              | 99   | 99   | 98     | 1.00      |
| 69 Palau <sup>3</sup>                  | 6-10      | ...                                      | 2                              | 47  | 2                   | 48              | 18  | 19               | 114  | 118  | 109    | 0.93      |
| 70 Papua New Guinea                    | 7-12      | 945                                      | 623                            | 45  | 681 <sup>y</sup>    | 45 <sup>y</sup> | 2   | ...              | 78   | 81   | 75     | 0.93      |
| 71 Philippines                         | 6-11      | 11 634                                   | 12 503                         | 49  | 13 084              | 49              | 8   | 8                | 113  | 113  | 113    | 1.00      |
| 72 Republic of Korea                   | 6-11      | 3 937                                    | 3 845                          | 47  | 4 031               | 47              | 2   | 1                | 95   | 95   | 96     | 1.01      |
| 73 Samoa                               | 5-10      | 32                                       | 27                             | 48  | 32                  | 48              | 16  | 17               | 99   | 99   | 98     | 0.98      |
| 74 Singapore                           | 6-11      | 373                                      | 300                            | 48  | 290                 | 48              | ...   | ...              | 83   | 83   | 83     | 1.00      |
| 75 Solomon Islands                     | 6-11      | 75                                       | 58                             | 46  | 73                  | 47              | ...   | ...              | 88   | 91   | 85     | 0.93      |
| 76 Thailand                            | 6-11      | 6 151                                    | 6 120                          | 48  | 5 844               | 48              | 13  | 17               | 94   | 97   | 92     | 0.95      |
| 77 Timor-Leste                         | 6-11      | 118                                      | ...                            | ... | 178                 | 47              | ...   | ...              | ...  | ...  | ...    | ...       |
| 78 Tokelau <sup>3</sup>                | 5-10      | ...                                      | ...                            | ... | 0.2 <sup>2</sup>    | 57 <sup>2</sup> | ...   | . <sup>y</sup>   | ...  | ...  | ...    | ...       |
| 79 Tonga                               | 5-10      | 15                                       | 17                             | 46  | 17                  | 47              | 7   | 9                | 112  | 113  | 110    | 0.98      |
| 80 Tuvalu <sup>3</sup>                 | 6-11      | ...                                      | 1                              | 48  | 1 <sup>2</sup>      | 50 <sup>2</sup> | ...   | ...              | 98   | 97   | 99     | 1.02      |
| 81 Vanuatu                             | 6-11      | 33                                       | 34                             | 48  | 39                  | 48              | ...   | ...              | 110  | 111  | 109    | 0.98      |
| 82 Viet Nam                            | 6-10      | 8 225                                    | 10 250                         | 47  | 7 773               | 47              | 0.3   | 0.4              | 108  | 112  | 104    | 0.93      |
| Latin America and the Caribbean        |           |  |                                |     |                     |                 |   |                  |  |      |        |           |
| 83 Anguilla                            | 5-11      | ...                                      | 2                              | 50  | 1                   | 51              | 5   | 11               | ...  | ...  | ...    | ...       |
| 84 Antigua and Barbuda                 | 5-11      | ...                                      | ...                            | ... | ...                 | ...             | ...   | ...              | ...  | ...  | ...    | ...       |
| 85 Argentina                           | 6-11      | 4 140                                    | 4 821                          | 49  | 4 686 <sup>2</sup>  | 49 <sup>2</sup> | 20  | 21 <sup>y</sup>  | 117  | 116  | 117    | 1.00      |
| 86 Aruba <sup>3</sup>                  | 6-11      | ...                                      | 9                              | 49  | 10                  | 48              | 83  | 79               | 112  | 114  | 111    | 0.98      |
| 87 Bahamas                             | 5-10      | 37                                       | 34                             | 49  | 37                  | 49              | ...   | 28               | 95   | 96   | 94     | 0.98      |
| 88 Barbados                            | 5-10      | 21                                       | 25                             | 49  | 22                  | 49              | ...   | 12               | 108  | 108  | 107    | 0.98      |
| 89 Belize                              | 5-10      | 40                                       | 44                             | 48  | 50                  | 48              | ...   | 85               | 118  | 120  | 116    | 0.97      |
| 90 Bermuda <sup>3</sup>                | 5-10      | ...                                      | ...                            | ... | 5                   | 50              | ...   | 34               | ...  | ...  | ...    | ...       |
| 91 Bolivia                             | 6-11      | 1 374                                    | 1 445                          | 49  | 1 542 <sup>2</sup>  | 49 <sup>2</sup> | ...   | 20 <sup>y</sup>  | 113  | 114  | 112    | 0.98      |
| 92 Brazil                              | 7-10      | 13 613                                   | 20 939                         | 48  | 18 969 <sup>2</sup> | 47 <sup>2</sup> | 8   | 10 <sup>2</sup>  | 155  | 159  | 150    | 0.94      |
| 93 British Virgin Islands <sup>3</sup> | 5-11      | ...                                      | 3                              | 49  | 3                   | 48              | 13  | 22               | 112  | 113  | 110    | 0.97      |
| 94 Cayman Islands                      | 5-10      | ...                                      | 3                              | 47  | 3                   | 48              | 36  | 34               | ...  | ...  | ...    | ...       |
| 95 Chile                               | 6-11      | 1 659                                    | 1 805                          | 48  | 1 721               | 48              | 45  | 51               | 101  | 102  | 99     | 0.97      |
| 96 Colombia                            | 6-10      | 4 729                                    | 5 162                          | 49  | 5 298               | 48              | 20  | 19               | 113  | 113  | 112    | 1.00      |
| 97 Costa Rica                          | 6-11      | 495                                      | 552                            | 48  | 542                 | 48              | 7   | 6                | 108  | 109  | 107    | 0.98      |
| 98 Cuba                                | 6-11      | 879                                      | 1 074                          | 48  | 895                 | 48              | .   | .                | 106  | 109  | 104    | 0.96      |
| 99 Dominica <sup>3</sup>               | 5-11      | ...                                      | 12                             | 48  | 9                   | 49              | 24  | 30               | 104  | 107  | 102    | 0.95      |
| 100 Dominican Republic                 | 6-11      | 1 144                                    | 1 315                          | 49  | 1 290               | 48              | 14  | 17               | 113  | 114  | 112    | 0.98      |
| 101 Ecuador                            | 6-11      | 1 711                                    | 1 899                          | 49  | 2 000               | 49              | 21  | 28               | 114  | 114  | 114    | 1.00      |
| 102 El Salvador                        | 7-12      | 924                                      | 940                            | 48  | 1 045               | 48              | 11  | 10               | 111  | 113  | 109    | 0.96      |
| 103 Grenada <sup>3</sup>               | 5-11      | ...                                      | ...                            | ... | 16                  | 49              | ...   | 76 <sup>y</sup>  | ...  | ...  | ...    | ...       |
| 104 Guatemala                          | 7-12      | 2 060                                    | 1 824                          | 46  | 2 345               | 48              | 15  | 11               | 101  | 108  | 94     | 0.87      |
| 105 Guyana                             | 6-11      | 88                                       | 107                            | 49  | 117                 | 49              | 1   | 2                | 119  | 120  | 118    | 0.98      |
| 106 Haiti                              | 6-11      | 1 229                                    | ...                            | ... | ...                 | ...             | ...   | ...              | ...  | ...  | ...    | ...       |
| 107 Honduras                           | 6-11      | 1 123                                    | ...                            | ... | 1 268               | 49              | ...   | ...              | ...  | ...  | ...    | ...       |
| 108 Jamaica                            | 6-11      | 345                                      | 316                            | 49  | 326                 | 49              | 4   | 8                | 93   | 93   | 93     | 1.00      |
| 109 Mexico                             | 6-11      | 13 459                                   | 14 698                         | 49  | 14 700              | 49              | 7   | 8                | 109  | 110  | 107    | 0.97      |
| 110 Montserrat <sup>3</sup>            | 5-11      | ...                                      | 0.4                            | 44  | 0.5                 | 46              | 38  | 34               | ...  | ...  | ...    | ...       |
| 111 Netherlands Antilles               | 6-11      | 17                                       | 25                             | 48  | 23 <sup>y</sup>     | 49 <sup>y</sup> | 74  | 73 <sup>y</sup>  | 134  | 139  | 130    | 0.94      |
| 112 Nicaragua                          | 7-12      | 845                                      | 830                            | 49  | 945                 | 48              | 16  | 15               | 103  | 103  | 103    | 1.01      |
| 113 Panama                             | 6-11      | 387                                      | 393                            | 48  | 430                 | 48              | 10  | 10               | 108  | 110  | 106    | 0.97      |

Table 5

| GROSS ENROLMENT RATIO (GER)<br>IN PRIMARY EDUCATION<br>(%) |                  |                  |                   |  | NET ENROLMENT RATIO (NER)<br>IN PRIMARY EDUCATION<br>(%) |      |        |              |                 |                 |                 |                   | OUT-OF-SCHOOL<br>CHILDREN <sup>2</sup> |     |                  |                 |
|--|------------------|------------------|-------------------|--|--|------|--------|--------------|-----------------|-----------------|-----------------|-------------------|--|-----|------------------|-----------------|
| School year ending in                                      |                  |                  |                   |  | School year ending in                                    |      |        |              |                 |                 |                 |                   | School year ending in                  |     |                  |                 |
| 2005   |                  |                  |                   |  | 1999   |      |        |              | 2005            |                 |                 |                   | 1999                                   |     | 2005             |                 |
| Total  | Male             | Female           | GPI<br>(F/M)      |  | Total  | Male | Female | GPI<br>(F/M) | Total           | Male            | Female          | GPI<br>(F/M)      | Total<br>(000)                         | % F | Total<br>(000)   | % F             |
| 82 <sup>2</sup>  | 83 <sup>2</sup>  | 81 <sup>2</sup>  | 0.98 <sup>2</sup> |  | 85   | 87   | 83     | 0.96         | ...             | ...             | ...             | ...               | 0.4                                    | 54  | ...              | ...             |
| ...  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 106  | 107              | 105              | 0.98              |  | 99   | 99   | 99     | 1.01         | 96              | 97              | 96              | 0.99              | 1.1                                    | 32  | 1.4              | 60              |
| 117  | 119              | 115              | 0.96              |  | ...  | ...  | ...    | ...          | 96              | 97              | 94              | 0.96              | ...                                    | ... | 414              | 100             |
| 100  | 100              | 100              | 1.00              |  | 100  | 100  | 100    | 1.00         | 100             | 100             | 100             | 1.00              | 3                                      | 100 | 12               | —               |
| 112  | 111              | 113              | 1.02              |  | 97   | 96   | 98     | 1.01         | ...             | ...             | ...             | ...               | 0.1                                    | ... | ...              | ...             |
| 116  | 123              | 108              | 0.88              |  | 80   | 84   | 77     | 0.92         | 84              | 86              | 81              | 0.95              | 141                                    | 58  | 126              | 56              |
| 106  | 111              | 102              | 0.92              |  | 85   | 84   | 85     | 1.01         | 91              | 92              | 89              | 0.96              | 7                                      | 47  | 3                | 58              |
| 96 <sup>2</sup>  | 96 <sup>2</sup>  | 96 <sup>2</sup>  | 1.00 <sup>2</sup> |  | 98   | 99   | 97     | 0.98         | 95 <sup>2</sup> | 96 <sup>2</sup> | 95 <sup>2</sup> | 1.00 <sup>2</sup> | 67                                     | 69  | 150 <sup>2</sup> | 50 <sup>2</sup> |
| 103  | 105              | 101              | 0.96              |  | ...  | ...  | ...    | ...          | 90 <sup>Y</sup> | 90 <sup>Y</sup> | 89 <sup>Y</sup> | 0.99 <sup>Y</sup> | ...                                    | ... | 0.7 <sup>Y</sup> | 49 <sup>Y</sup> |
| 115  | 116              | 113              | 0.97              |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 100  | 99               | 101              | 1.02              |  | 80   | 81   | 80     | 0.99         | 90              | 89              | 91              | 1.02              | 1 051                                  | 50  | 487              | 45              |
| 84 <sup>2</sup>  | 84 <sup>2</sup>  | 83 <sup>2</sup>  | 0.99 <sup>2</sup> |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 102  | 102              | 102              | 1.00              |  | 99   | 98   | 99     | 1.01         | 99              | 99              | 99              | 1.00              | 3.1                                    | 22  | 2                | 57              |
| 86   | 78               | 97               | 1.24              |  | 99   | 99   | 98     | 1.00         | ...             | ...             | ...             | ...               | 0.004                                  | 50  | ...              | ...             |
| 104  | 108              | 101              | 0.93              |  | 97   | 99   | 94     | 0.94         | ...             | ...             | ...             | ...               | 0.05                                   | 91  | ...              | ...             |
| 75 <sup>Y</sup>  | 80 <sup>Y</sup>  | 70 <sup>Y</sup>  | 0.88 <sup>Y</sup> |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 112  | 113              | 112              | 0.99              |  | 92   | 92   | 92     | 1.00         | 94              | 93              | 95              | 1.02              | 854                                    | 48  | 648              | 39              |
| 104  | 105              | 104              | 0.99              |  | 94   | 94   | 95     | 1.01         | 99              | 100             | 99              | 1.00              | 214                                    | 43  | 9                | 82              |
| 100  | 100              | 100              | 1.00              |  | 92   | 92   | 91     | 0.99         | 90 <sup>2</sup> | 90 <sup>2</sup> | 91 <sup>2</sup> | 1.00 <sup>2</sup> | 2                                      | 50  | 0.3 <sup>2</sup> | — <sup>2</sup>  |
| 78   | 78               | 78               | 1.00              |  | 82   | 82   | 82     | 1.00         | ...             | ...             | ...             | ...               | 67                                     | 48  | ...              | ...             |
| 97   | 99               | 94               | 0.95              |  | ...  | ...  | ...    | ...          | 63 <sup>Y</sup> | 65 <sup>Y</sup> | 62 <sup>Y</sup> | 0.96 <sup>Y</sup> | ...                                    | ... | 26 <sup>Y</sup>  | 50 <sup>Y</sup> |
| 96   | 98               | 94               | 0.96              |  | ...  | ...  | ...    | ...          | 88              | 90              | 86              | 0.96              | ...                                    | ... | 419              | 63              |
| 151  | 157              | 145              | 0.92              |  | ...  | ...  | ...    | ...          | 98              | ...             | ...             | ...               | ...                                    | ... | 3                | ...             |
| 93 <sup>2</sup>  | 79 <sup>2</sup>  | 107 <sup>2</sup> | 1.35 <sup>2</sup> |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 115  | 118              | 112              | 0.95              |  | 91   | 92   | 89     | 0.97         | 95              | 97              | 93              | 0.96              | 1.4                                    | 55  | 0.3              | 100             |
| 99 <sup>2</sup>  | 95 <sup>2</sup>  | 102 <sup>2</sup> | 1.07 <sup>2</sup> |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 118  | 120              | 116              | 0.97              |  | 91   | 91   | 90     | 0.99         | 94              | 95              | 93              | 0.98              | 2.8                                    | 50  | 2                | 56              |
| 95   | 98               | 91               | 0.94              |  | 96   | ...  | ...    | ...          | 88              | ...             | ...             | ...               | 393                                    | ... | 1 007            | ...             |
| Latin America and the Caribbean                            |                  |                  |                   |  |  |      |        |              |                 |                 |                 |                   |  |     |                  |                 |
| 91   | 89               | 94               | 1.06              |  | ...  | ...  | ...    | ...          | 89              | 86              | 91              | 1.06              | ...                                    | ... | 0.1              | 32              |
| ...  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 113 <sup>2</sup>   | 113 <sup>2</sup> | 112 <sup>2</sup> | 0.99 <sup>2</sup> |  | 99*  | 99*  | 99*    | 1.00*        | 99 <sup>2</sup> | 99 <sup>2</sup> | 98 <sup>2</sup> | 0.99 <sup>2</sup> | 10*                                    | 52* | 22 <sup>2</sup>  | 86 <sup>2</sup> |
| 114  | 116              | 112              | 0.97              |  | 98   | 97   | 98     | 1.01         | 99              | 99              | 100             | 1.00              | 0.2                                    | 39  | 0.04             | 32              |
| 101  | 101              | 101              | 1.00              |  | 89   | 90   | 89     | 0.99         | 91              | 90              | 92              | 1.03              | 4                                      | 50  | 3                | 41              |
| 108  | 108              | 108              | 1.00              |  | 97   | 97   | 97     | 0.99         | 98              | 98              | 98              | 1.00              | 0.7                                    | 55  | 0.5              | 48              |
| 127  | 130              | 125              | 0.96              |  | 94   | 94   | 94     | 1.00         | 94              | 93              | 96              | 1.03              | 2                                      | 48  | 1.0              | 2               |
| 102  | 100              | 103              | 1.03              |  | ...  | ...  | ...    | ...          | 98              | ...             | ...             | ...               | ...                                    | ... | 0.1              | ...             |
| 113 <sup>2</sup>   | 113 <sup>2</sup> | 113 <sup>2</sup> | 1.00 <sup>2</sup> |  | 95   | 95   | 95     | 1.00         | 95 <sup>2</sup> | 94 <sup>2</sup> | 96 <sup>2</sup> | 1.01 <sup>2</sup> | 52                                     | 51  | 47 <sup>2</sup>  | 40 <sup>2</sup> |
| 140 <sup>2</sup>   | 146 <sup>2</sup> | 135 <sup>2</sup> | 0.93 <sup>2</sup> |  | 91   | ...  | ...    | ...          | 95 <sup>2</sup> | 95 <sup>2</sup> | 95 <sup>2</sup> | 1.00 <sup>2</sup> | 1 032                                  | ... | 482 <sup>2</sup> | 47 <sup>2</sup> |
| 111  | 113              | 108              | 0.96              |  | 96   | 95   | 97     | 1.02         | 95              | 96              | 95              | 0.99              | 0.04                                   | 42  | 0.06             | 53              |
| 90   | 95               | 84               | 0.89              |  | ...  | ...  | ...    | ...          | 81              | 86              | 77              | 0.90              | ...                                    | ... | 0.6              | 65              |
| 104  | 106              | 101              | 0.96              |  | ...  | ...  | ...    | ...          | 90              | 90              | 89              | 0.98              | ...                                    | ... | 97               | 54              |
| 112  | 113              | 111              | 0.98              |  | 88   | 88   | 89     | 1.01         | 87              | 87              | 87              | 1.00              | 431                                    | 46  | 479              | 48              |
| 110  | 110              | 109              | 0.99              |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 102  | 104              | 99               | 0.95              |  | 98   | 98   | 98     | 1.00         | 97              | 98              | 96              | 0.98              | 4                                      | ... | 19               | 72              |
| 92   | 93               | 92               | 0.99              |  | 94   | 95   | 93     | 0.98         | 84              | 83              | 85              | 1.02              | 0.4                                    | 61  | 1.2              | 45              |
| 113  | 115              | 110              | 0.95              |  | 84   | 84   | 85     | 1.01         | 88              | 87              | 88              | 1.01              | 167                                    | 46  | 120              | 44              |
| 117  | 117              | 117              | 1.00              |  | 97   | 97   | 98     | 1.01         | 98 <sup>2</sup> | 97 <sup>2</sup> | 98 <sup>2</sup> | 1.01 <sup>2</sup> | 17                                     | 16  | 11 <sup>2</sup>  | — <sup>2</sup>  |
| 113  | 115              | 111              | 0.96              |  | ...  | ...  | ...    | ...          | 93              | 93              | 93              | 1.00              | ...                                    | ... | 48               | 45              |
| 93   | 94               | 91               | 0.96              |  | ...  | ...  | ...    | ...          | 84              | 84              | 83              | 0.99              | ...                                    | ... | 2                | 49              |
| 114  | 118              | 109              | 0.92              |  | 82   | 86   | 79     | 0.91         | 94              | 96              | 92              | 0.95              | 292                                    | 61  | 90               | 75              |
| 132  | 133              | 131              | 0.98              |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| ...  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 113  | 113              | 113              | 1.00              |  | ...  | ...  | ...    | ...          | 91              | 90              | 92              | 1.02              | ...                                    | ... | 70               | 39              |
| 95   | 95               | 94               | 1.00              |  | 88   | 88   | 88     | 1.00         | 90              | 90              | 90              | 1.00              | 38                                     | 49  | 32               | 48              |
| 109  | 110              | 108              | 0.98              |  | 98   | 98   | 97     | 1.00         | 98              | 98              | 98              | 1.00              | 25                                     | 38  | 30               | 46              |
| 116  | 115              | 119              | 1.04              |  | ...  | ...  | ...    | ...          | 96              | ...             | ...             | ...               | ...                                    | ... | 0.01             | ...             |
| 126 <sup>Y</sup>   | 127 <sup>Y</sup> | 124 <sup>Y</sup> | 0.98 <sup>Y</sup> |  | ...  | ...  | ...    | ...          | ...             | ...             | ...             | ...               | ...                                    | ... | ...              | ...             |
| 112  | 113              | 110              | 0.97              |  | 78   | 78   | 79     | 1.01         | 87              | 88              | 86              | 0.98              | 145                                    | 47  | 53               | 50              |
| 111  | 113              | 109              | 0.97              |  | 96   | 96   | 96     | 0.99         | 98              | 99              | 98              | 0.99              | 11                                     | 53  | 4                | 64              |

Table 5 (continued)

|                                  | Country or territory               | Age group | School-age population <sup>1</sup> (000) | ENROLMENT IN PRIMARY EDUCATION |     |                      |                 | Enrolment in private institutions as % of total enrolment |                   | GROSS ENROLMENT RATIO (GER) IN PRIMARY EDUCATION (%) |      |        |           |
|----------------------------------|------------------------------------|-----------|--|--------------------------------|-----|----------------------|-----------------|---|-------------------|--|------|--------|-----------|
|                                  |                                    |           |  | School year ending in          |     |                      |                 | School year ending in                                     |                   | School year ending in                                |      |        |           |
|                                  |                                    |           |  | 1999                           |     | 2005                 |                 | 1999  | 2005              | 1999   |      |        |           |
|                                  |                                    |           |  | Total (000)                    | % F | Total (000)          | % F             |   |                   | Total  | Male | Female | GPI (F/M) |
| 114                              | Paraguay                           | 6-11      | 904                                      | 951                            | 48  | 931 <sup>2</sup>     | 48 <sup>2</sup> | 15  | 16 <sup>2</sup>   | 113  | 115  | 111    | 0.96      |
| 115                              | Peru                               | 6-11      | 3 626                                    | 4 350                          | 49  | 4 077                | 49              | 13  | 16                | 123  | 123  | 122    | 0.99      |
| 116                              | Saint Kitts and Nevis <sup>3</sup> | 5-11      | ...                                      | ...                            | ... | 6                    | 50              | ...   | 17                | ...  | ...  | ...    | ...       |
| 117                              | Saint Lucia                        | 5-11      | 22                                       | 26                             | 49  | 24                   | 49              | 2   | 3                 | 103  | 104  | 102    | 0.98      |
| 118                              | Saint Vincent and the Grenadines   | 5-11      | 16                                       | ...                            | ... | 18                   | 47              | ...   | 3                 | ...  | ...  | ...    | ...       |
| 119                              | Suriname                           | 6-11      | 55                                       | ...                            | ... | 66                   | 48              | ...   | 47                | ...  | ...  | ...    | ...       |
| 120                              | Trinidad and Tobago                | 5-11      | 129                                      | 172                            | 49  | 130*                 | 49*             | 72  | 70                | 102  | 102  | 101    | 0.99      |
| 121                              | Turks and Caicos Islands           | 6-11      | ...                                      | 2                              | 49  | 2                    | 51              | 18  | 30                | ...  | ...  | ...    | ...       |
| 122                              | Uruguay                            | 6-11      | 337                                      | 366                            | 49  | 366 <sup>2</sup>     | 48 <sup>2</sup> | ...   | 13 <sup>2</sup>   | 112  | 113  | 111    | 0.99      |
| 123                              | Venezuela                          | 6-11      | 3 289                                    | 3 261                          | 49  | 3 449                | 48              | 15  | 14                | 100  | 101  | 99     | 0.98      |
| North America and Western Europe |                                    |           |  |                                |     |                      |                 |   |                   |  |      |        |           |
| 124                              | Andorra <sup>3</sup>               | 6-11      | ...                                      | ...                            | ... | 4                    | 47              | ...   | 2                 | ...  | ...  | ...    | ...       |
| 125                              | Austria                            | 6-9       | 342                                      | 389                            | 48  | 363                  | 49              | 4   | 5                 | 102  | 103  | 102    | 0.99      |
| 126                              | Belgium                            | 6-11      | 711                                      | 763                            | 49  | 739                  | 49              | 55  | 55                | 104  | 104  | 103    | 0.99      |
| 127                              | Canada                             | 6-11      | 2 366                                    | 2 429                          | 49  | ...                  | ...             | 6   | ...               | 98   | 98   | 99     | 1.00      |
| 128                              | Cyprus <sup>3</sup>                | 6-11      | ...                                      | 64                             | 48  | 61                   | 49              | 4   | 6                 | 97   | 98   | 97     | 1.00      |
| 129                              | Denmark                            | 7-12      | 420                                      | 372                            | 49  | 414                  | 49              | 11  | 12                | 102  | 102  | 102    | 1.00      |
| 130                              | Finland                            | 7-12      | 384                                      | 383                            | 49  | 382                  | 49              | 1   | 1                 | 99   | 99   | 99     | 1.00      |
| 131                              | France <sup>7</sup>                | 6-10      | 3 623                                    | 3 944                          | 49  | 4 015                | 48              | 15  | 15                | 107  | 107  | 106    | 0.99      |
| 132                              | Germany                            | 6-9       | 3 272                                    | 3 767                          | 49  | 3 306                | 49              | 2   | 3                 | 106  | 106  | 105    | 0.99      |
| 133                              | Greece                             | 6-11      | 644                                      | 646                            | 48  | 650                  | 48              | 7   | 7                 | 94   | 94   | 95     | 1.00      |
| 134                              | Iceland                            | 6-12      | 31                                       | 30                             | 48  | 31 <sup>2</sup>      | 48 <sup>2</sup> | 1   | 1 <sup>2</sup>    | 99   | 100  | 98     | 0.98      |
| 135                              | Ireland                            | 4-11      | 424                                      | 457                            | 49  | 454                  | 49              | 0.9   | 1                 | 103  | 104  | 103    | 0.99      |
| 136                              | Israel                             | 6-11      | 719                                      | 722                            | 49  | 785                  | 49              | ...   | —                 | 112  | 113  | 112    | 0.99      |
| 137                              | Italy                              | 6-10      | 2 712                                    | 2 876                          | 48  | 2 771                | 48              | 7   | 7                 | 103  | 103  | 102    | 0.99      |
| 138                              | Luxembourg                         | 6-11      | 35                                       | 31                             | 49  | 35                   | 49              | 7   | 7                 | 100  | 99   | 100    | 1.01      |
| 139                              | Malta                              | 5-10      | 30                                       | 35                             | 49  | 29                   | 47              | 36  | 37                | 106  | 106  | 106    | 1.01      |
| 140                              | Monaco <sup>8</sup>                | 6-10      | ...                                      | 2                              | 50  | 2 <sup>2</sup>       | ...             | 31  | 26 <sup>2</sup>   | ...  | ...  | ...    | ...       |
| 141                              | Netherlands                        | 6-11      | 1 192                                    | 1 268                          | 48  | 1 278                | 48              | 68  | 69 <sup>2</sup>   | 108  | 109  | 107    | 0.98      |
| 142                              | Norway                             | 6-12      | 438                                      | 412                            | 49  | 430                  | 49              | 1   | 2                 | 100  | 100  | 100    | 1.00      |
| 143                              | Portugal                           | 6-11      | 658                                      | 815                            | 48  | 753                  | 48              | 9   | 11                | 124  | 127  | 121    | 0.96      |
| 144                              | San Marino <sup>8</sup>            | 6-10      | ...                                      | ...                            | ... | 1 <sup>2</sup>       | ...             | ...   | . <sup>2</sup>    | ...  | ...  | ...    | ...       |
| 145                              | Spain                              | 6-11      | 2 333                                    | 2 580                          | 48  | 2 485                | 48              | 33  | 33                | 107  | 108  | 106    | 0.98      |
| 146                              | Sweden                             | 7-12      | 681                                      | 763                            | 49  | 658                  | 49              | 3   | 7                 | 110  | 108  | 111    | 1.03      |
| 147                              | Switzerland                        | 7-12      | 516                                      | 530                            | 49  | 524                  | 49              | 3   | 4                 | 104  | 104  | 104    | 0.99      |
| 148                              | United Kingdom                     | 5-10      | 4 343                                    | 4 661                          | 49  | 4 635                | 49              | 5   | 5                 | 102  | 102  | 102    | 1.01      |
| 149                              | United States                      | 6-11      | 24 694                                   | 24 938                         | 49  | 24 455               | 49              | 12  | 10                | 101  | 100  | 103    | 1.03      |
| South and West Asia              |                                    |           |  |                                |     |                      |                 |   |                   |  |      |        |           |
| 150                              | Afghanistan                        | 7-12      | 4 992                                    | 957                            | 7   | 4 319                | 36              | ...   | ...               | 25   | 46   | 4      | 0.08      |
| 151                              | Bangladesh                         | 6-10      | 16 526                                   | 17 622                         | 49  | 17 953 <sup>2</sup>  | 50 <sup>2</sup> | 37  | 42 <sup>2</sup>   | 110  | 110  | 109    | 0.99      |
| 152                              | Bhutan <sup>9</sup>                | 6-12      | ...                                      | 81                             | 46  | 99                   | 49              | 2   | 2                 | ...  | ...  | ...    | ...       |
| 153                              | India                              | 6-10      | 117 416                                  | 110 986                        | 43  | 146 375              | 47              | ...   | 17.0 <sup>0</sup> | 97   | 107  | 87     | 0.82      |
| 154                              | Iran, Islamic Republic of          | 6-10      | 6 600                                    | 8 667                          | 47  | 7 307                | 54              | ...   | 5                 | 96   | 98   | 93     | 0.95      |
| 155                              | Maldives                           | 6-12      | 62                                       | 74                             | 49  | 58                   | 48              | 3   | 1                 | 130  | 130  | 131    | 1.01      |
| 156                              | Nepal                              | 5-9       | 3 557                                    | 3 588                          | 42  | 4 503                | 47              | ...   | 15                | 114  | 128  | 98     | 0.77      |
| 157                              | Pakistan                           | 5-9       | 19 764                                   | ...                            | ... | 17 258               | 42              | ...   | 36                | ...  | ...  | ...    | ...       |
| 158                              | Sri Lanka                          | 5-9       | 1 634                                    | ...                            | ... | 1 612.3 <sup>2</sup> | ...             | ...   | 2.0 <sup>0</sup>  | ...  | ...  | ...    | ...       |
| Sub-Saharan Africa               |                                    |           |  |                                |     |                      |                 |   |                   |  |      |        |           |
| 159                              | Angola                             | 6-9       | 1 846                                    | 1 057                          | 46  | ...                  | ...             | 5   | ...               | 64   | 69   | 59     | 0.86      |
| 160                              | Benin                              | 6-11      | 1 370                                    | 872                            | 39  | 1 318                | 44              | 7   | 12                | 74   | 89   | 59     | 0.67      |
| 161                              | Botswana                           | 6-12      | 312                                      | 322                            | 50  | 331                  | 49              | 5   | 5 <sup>2</sup>    | 102  | 101  | 102    | 1.00      |
| 162                              | Burkina Faso                       | 7-12      | 2 204                                    | 816                            | 40  | 1 271                | 44              | 11  | 14                | 44   | 52   | 36     | 0.70      |
| 163                              | Burundi                            | 7-12      | 1 221                                    | 702                            | 44  | 1 037                | 46              | 0.8   | 1                 | 61   | 68   | 54     | 0.80      |
| 164                              | Cameroon                           | 6-11      | 2 571                                    | 2 134                          | 45  | 3 001*               | 46*             | 28  | 24*               | 89   | 98   | 80     | 0.82      |
| 165                              | Cape Verde                         | 6-11      | 77                                       | 92                             | 49  | 83                   | 49              | —   | —                 | 119  | 122  | 116    | 0.96      |
| 166                              | Central African Republic           | 6-11      | 662                                      | ...                            | ... | 368                  | 40              | ...   | ...               | ...  | ...  | ...    | ...       |
| 167                              | Chad                               | 6-11      | 1 639                                    | 840                            | 37  | 1 262                | 40              | 25  | 31                | 64   | 81   | 47     | 0.58      |
| 168                              | Comoros                            | 6-11      | 125                                      | 83                             | 45  | 107                  | 46              | 12  | 10                | 76   | 82   | 69     | 0.85      |
| 169                              | Congo                              | 6-11      | 681                                      | 276                            | 49  | 597                  | 48              | 10  | 27                | 50   | 51   | 48     | 0.95      |

Table 5

| GROSS ENROLMENT RATIO (GER)<br>IN PRIMARY EDUCATION<br>(%) |                  |                  |                   |  | NET ENROLMENT RATIO (NER)<br>IN PRIMARY EDUCATION<br>(%) |      |        |              |                  |                  |                  |                    | OUT-OF-SCHOOL<br>CHILDREN <sup>2</sup> |     |                   |                  |
|--|------------------|------------------|-------------------|--|--|------|--------|--------------|------------------|------------------|------------------|--------------------|--|-----|-------------------|------------------|
| School year ending in                                      |                  |                  |                   |  | School year ending in                                    |      |        |              |                  |                  |                  |                    | School year ending in                  |     |                   |                  |
| 2005   |                  |                  |                   |  | 1999   |      |        |              | 2005             |                  |                  |                    | 1999                                   |     | 2005              |                  |
| Total  | Male             | Female           | GPI<br>(F/M)      |  | Total  | Male | Female | GPI<br>(F/M) | Total            | Male             | Female           | GPI<br>(F/M)       | Total<br>(000)                         | % F | Total<br>(000)    | % F              |
| 104 <sup>2</sup>   | 106 <sup>2</sup> | 103 <sup>2</sup> | 0.97 <sup>2</sup> |  | 92   | 91   | 92     | 1.00         | 88 <sup>2</sup>  | 87 <sup>2</sup>  | 88 <sup>2</sup>  | 1.00 <sup>2</sup>  | 68                                     | 48  | 106 <sup>2</sup>  | 48 <sup>2</sup>  |
| 112  | 113              | 112              | 1.00              |  | 98   | 98   | 98     | 1.00         | 96               | 96               | 97               | 1.00               | 2                                      | 100 | 30                | 33               |
| 99   | 96               | 102              | 1.06              |  | ...  | ...  | ...    | ...          | 93               | 91               | 96               | 1.06               | ...                                    | ... | 0.3               | 19               |
| 109  | 110              | 107              | 0.97              |  | 91   | 91   | 91     | 0.99         | 97               | 98               | 96               | 0.98               | 2                                      | 50  | 0.5               | 70               |
| 111  | 117              | 105              | 0.90              |  | ...  | ...  | ...    | ...          | 90               | 92               | 88               | 0.95               | ...                                    | ... | 1.2               | 61               |
| 120  | 120              | 120              | 1.00              |  | ...  | ...  | ...    | ...          | 94               | 93               | 96               | 1.04               | ...                                    | ... | 2.4               | 22               |
| 100*   | 102*             | 99*              | 0.97*             |  | 93   | 93   | 93     | 1.00         | 90*              | 90*              | 90*              | 1.00*              | 5                                      | 47  | 7*                | 48*              |
| 90   | 88               | 92               | 1.04              |  | ...  | ...  | ...    | ...          | 78               | 75               | 81               | 1.07               | ...                                    | ... | 0.5               | 42               |
| 109 <sup>2</sup>   | 110 <sup>2</sup> | 108 <sup>2</sup> | 0.98 <sup>2</sup> |  | 94   | 94   | 94     | 1.00         | 93 <sup>2</sup>  | 92 <sup>2</sup>  | 93 <sup>2</sup>  | 1.01 <sup>2</sup>  | 8                                      | 42  | 13 <sup>2</sup>   | 43 <sup>2</sup>  |
| 105  | 106              | 104              | 0.98              |  | 86   | 85   | 86     | 1.01         | 91               | 91               | 92               | 1.01               | 423                                    | 47  | 236               | 45               |
| North America and Western Europe                           |                  |                  |                   |  |  |      |        |              |                  |                  |                  |                    |  |     |                   |                  |
| 87   | 89               | 85               | 0.95              |  | ...  | ...  | ...    | ...          | 80               | 81               | 79               | 0.97               | 10                                     | 38  | 0.8               | 51               |
| 106  | 106              | 106              | 1.00              |  | 97   | 97   | 98     | 1.01         | 97               | 96               | 98               | 1.02               | ...                                    | ... | ...               | ...              |
| 104  | 104              | 103              | 0.99              |  | 99   | 99   | 99     | 1.00         | 99               | 99               | 99               | 1.00               | 8                                      | 53  | 7                 | 44               |
| ...  | ...              | ...              | ...               |  | 98   | 98   | 99     | 1.00         | ...              | ...              | ...              | ...                | 41                                     | 43  | ...               | ...              |
| 101  | 101              | 101              | 1.00              |  | 95   | 95   | 95     | 1.00         | 99               | 99               | 99               | 1.00               | 1.3                                    | 49  | 0.2               | 37               |
| 98   | 98               | 99               | 1.00              |  | 97   | 97   | 97     | 1.00         | 95               | 95               | 96               | 1.01               | 8                                      | 41  | 17                | 40               |
| 99   | 100              | 99               | 0.99              |  | 99   | 99   | 98     | 1.00         | 98               | 98               | 98               | 1.00               | 5                                      | 58  | 6                 | 45               |
| 111  | 111              | 110              | 0.99              |  | 99   | 99   | 99     | 1.00         | 99               | ...              | ...              | ...                | 9                                      | 34  | 26                | ...              |
| 101  | 101              | 101              | 1.00              |  | ...  | ...  | ...    | ...          | ...              | ...              | ...              | ...                | ...                                    | ... | ...               | ...              |
| 101  | 101              | 101              | 1.00              |  | 92   | 92   | 93     | 1.01         | 99               | 99               | 99               | 1.00               | 31                                     | 44  | 6                 | 53               |
| 99 <sup>2</sup>  | 101 <sup>2</sup> | 98 <sup>2</sup>  | 0.97 <sup>2</sup> |  | 99   | 100  | 98     | 0.98         | 99 <sup>2</sup>  | 100 <sup>2</sup> | 97 <sup>2</sup>  | 0.97 <sup>2</sup>  | 0.3                                    | 100 | 0.4 <sup>2</sup>  | 100 <sup>2</sup> |
| 107  | 108              | 106              | 0.99              |  | 93   | 93   | 93     | 1.01         | 98               | 98               | 98               | 1.00               | 31                                     | 46  | 10                | 47               |
| 109  | 109              | 110              | 1.01              |  | 98   | 98   | 98     | 1.00         | 97               | 97               | 98               | 1.01               | 15                                     | 51  | 18                | 41               |
| 102  | 103              | 102              | 0.99              |  | 99   | 99   | 98     | 0.99         | 99               | 99               | 98               | 0.99               | 9                                      | 100 | 16                | 75               |
| 100  | 100              | 100              | 1.00              |  | 96   | 95   | 97     | 1.02         | 95               | 95               | 95               | 1.01               | 0.9                                    | 31  | 1.2               | 43               |
| 98   | 101              | 95               | 0.94              |  | 95   | 94   | 96     | 1.02         | 86               | 88               | 84               | 0.95               | 2                                      | 41  | 2.4               | 25               |
| ...  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | ...              | ...              | ...              | ...                | ...                                    | ... | ...               | ...              |
| 107  | 108              | 106              | 0.98              |  | 99   | 100  | 99     | 0.99         | 99               | 99               | 98               | 0.99               | 6                                      | 99  | 16                | 72               |
| 98   | 98               | 98               | 1.00              |  | 100  | 100  | 100    | 1.00         | 98               | 98               | 98               | 1.00               | 0.8                                    | 67  | 8                 | 49               |
| 114  | 117              | 112              | 0.96              |  | ...  | ...  | ...    | ...          | 98               | 98               | 98               | 1.00               | ...                                    | ... | 3                 | 35               |
| ...  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | ...              | ...              | ...              | ...                | ...                                    | ... | ...               | ...              |
| 106  | 108              | 105              | 0.98              |  | 99   | ...  | ...    | ...          | 99               | 100              | 99               | 0.99               | 13                                     | ... | 15                | 83               |
| 97   | 97               | 97               | 1.00              |  | 100  | 100  | 99     | 0.99         | 96               | 96               | 96               | 1.00               | 2                                      | 100 | 25.2              | 49               |
| 102  | 102              | 101              | 0.99              |  | 96   | 96   | 95     | 0.99         | 93               | 93               | 93               | 0.99               | 2                                      | 46  | 12                | 45               |
| 107  | 107              | 107              | 1.00              |  | 100  | 99   | 100    | 1.01         | 99               | 99               | 99               | 1.00               | 20                                     | 2   | 0.9               | 95               |
| 99   | 99               | 99               | 0.99              |  | 94   | 94   | 94     | 1.00         | 92               | 91               | 93               | 1.01               | 1 154                                  | 46  | 1 558             | 44               |
| South and West Asia  |                  |                  |                   |  |  |      |        |              |                  |                  |                  |                    |  |     |                   |                  |
| 87   | 108              | 64               | 0.59              |  | ...  | ...  | ...    | ...          | ...              | ...              | ...              | ...                | ...                                    | ... | ...               | ...              |
| 109 <sup>2</sup>   | 107 <sup>2</sup> | 111 <sup>2</sup> | 1.03 <sup>2</sup> |  | 89*  | 90*  | 89*    | 1.00*        | 94* <sup>2</sup> | 93* <sup>2</sup> | 96* <sup>2</sup> | 1.03* <sup>2</sup> | 1 121*                                 | 48* | 399* <sup>2</sup> | 15* <sup>2</sup> |
| ...  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | ...              | ...              | ...              | ...                | ...                                    | ... | ...               | ...              |
| 125  | 129              | 120              | 0.93              |  | ...  | ...  | ...    | ...          | 89               | 92               | 85               | 0.93               | ...                                    | ... | 6 395             | 81               |
| 111  | 100              | 122              | 1.22              |  | 82   | 83   | 80     | 0.97         | 95               | 91               | 100              | 1.10               | 1 666                                  | 52  | 307               | —                |
| 94   | 95               | 93               | 0.98              |  | 97   | 97   | 98     | 1.01         | 79               | 79               | 79               | 1.00               | 1.3                                    | 42  | 13                | 48               |
| 126  | 129              | 123              | 0.95              |  | 65*  | 72*  | 57*    | 0.79*        | 79 <sup>2</sup>  | 84 <sup>2</sup>  | 74 <sup>2</sup>  | 0.87 <sup>2</sup>  | 1 046*                                 | 60* | 702 <sup>2</sup>  | 62 <sup>2</sup>  |
| 87   | 99               | 75               | 0.76              |  | ...  | ...  | ...    | ...          | 68               | 77               | 59               | 0.76               | ...                                    | ... | 6 303             | 63               |
| 98 <sup>2</sup>  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | 97 <sup>2</sup>  | ...              | ...              | ...                | ...                                    | ... | 47 <sup>2</sup>   | ...              |
| Sub-Saharan Africa   |                  |                  |                   |  |  |      |        |              |                  |                  |                  |                    |  |     |                   |                  |
| ...  | ...              | ...              | ...               |  | ...  | ...  | ...    | ...          | ...              | ...              | ...              | ...                | ...                                    | ... | ...               | ...              |
| 96   | 107              | 85               | 0.80              |  | 50*  | 59*  | 40*    | 0.68*        | 78               | 86               | 70               | 0.81               | 585*                                   | 59* | 270               | 72               |
| 106  | 107              | 105              | 0.98              |  | 78   | 77   | 80     | 1.04         | 85               | 85               | 84               | 1.00               | 63                                     | 45  | 42                | 48               |
| 58   | 64               | 51               | 0.80              |  | 35   | 41   | 29     | 0.69         | 45               | 50               | 40               | 0.79               | 1 205                                  | 54  | 1 202             | 54               |
| 85   | 91               | 78               | 0.86              |  | ...  | ...  | ...    | ...          | 60               | 63               | 58               | 0.91               | ...                                    | ... | 480               | 54               |
| 117*   | 126*             | 107*             | 0.85*             |  | ...  | ...  | ...    | ...          | ...              | ...              | ...              | ...                | ...                                    | ... | ...               | ...              |
| 108  | 111              | 105              | 0.95              |  | 99   | 99   | 98     | 0.98         | 90               | 91               | 89               | 0.98               | 0.8                                    | 90  | 7                 | 53               |
| 56   | 67               | 44               | 0.66              |  | ...  | ...  | ...    | ...          | ...              | ...              | ...              | ...                | ...                                    | ... | ...               | ...              |
| 77   | 92               | 62               | 0.67              |  | 52   | 64   | 40     | 0.62         | 61 <sup>y</sup>  | 72 <sup>y</sup>  | 50 <sup>y</sup>  | 0.69 <sup>y</sup>  | 636                                    | 63  | 594 <sup>y</sup>  | 65 <sup>y</sup>  |
| 85   | 91               | 80               | 0.88              |  | 49   | 54   | 45     | 0.85         | ...              | ...              | ...              | ...                | 53                                     | 54  | ...               | ...              |
| 88   | 91               | 84               | 0.92              |  | ...  | ...  | ...    | ...          | 44               | 39               | 48               | 1.20               | ...                                    | ... | 376               | 46               |

Table 5 (continued)

| Country or territory             | Age group | School-age population <sup>1</sup> (000) | ENROLMENT IN PRIMARY EDUCATION |     |                      |                   | Enrolment in private institutions as % of total enrolment |                  | GROSS ENROLMENT RATIO (GER) IN PRIMARY EDUCATION (%) |      |        |           |
|----------------------------------|-----------|--|--------------------------------|-----|----------------------|-------------------|---|------------------|--|------|--------|-----------|
|                                  |           |  | School year ending in          |     |                      |                   | School year ending in                                     |                  | School year ending in                                |      |        |           |
|                                  |           |  | 1999                           |     | 2005                 |                   | 1999  | 2005             | 1999   |      |        |           |
|                                  |           |  | Total (000)                    | % F | Total (000)          | % F               |   |                  | Total  | Male | Female | GPI (F/M) |
| 170 Côte d'Ivoire                | 6-11      | 2 902                                    | 1 911                          | 43  | 2 046 <sup>*.Y</sup> | 44 <sup>*.Y</sup> | 12  | 11 <sup>Y</sup>  | 70   | 80   | 60     | 0.74      |
| 171 Democratic Rep. of the Congo | 6-11      | 9 568                                    | 4 022                          | 47  | 5 590 <sup>Y</sup>   | 44 <sup>Y</sup>   | 19  | 11 <sup>Y</sup>  | 48   | 51   | 46     | 0.90      |
| 172 Equatorial Guinea            | 7-11      | 66                                       | 75                             | ... | 76                   | 49                | 33  | 30               | 132  | ...  | ...    | ...       |
| 173 Eritrea                      | 7-11      | 589                                      | 262                            | 45  | 378                  | 44                | 11  | 8                | 57   | 62   | 51     | 0.82      |
| 174 Ethiopia                     | 7-10      | 8 589                                    | 4 368                          | 38  | 8 779                | 47                | ...   | 4                | 59   | 72   | 45     | 0.62      |
| 175 Gabon                        | 6-11      | 218                                      | 265                            | 50  | 281 <sup>Z</sup>     | 49 <sup>Z</sup>   | 17  | 29 <sup>Z</sup>  | 132  | 132  | 132    | 1.00      |
| 176 Gambia                       | 7-12      | 220                                      | 150                            | 46  | 175 <sup>Z</sup>     | 51 <sup>Z</sup>   | 3   | 3 <sup>Z</sup>   | 80   | 86   | 74     | 0.85      |
| 177 Ghana                        | 6-11      | 3 315                                    | 2 377                          | 47  | 3 131                | 48                | 13  | 15               | 76   | 79   | 72     | 0.92      |
| 178 Guinea                       | 7-12      | 1 483                                    | 727                            | 38  | 1 207                | 44                | 15  | 21 <sup>Z</sup>  | 57   | 68   | 45     | 0.65      |
| 179 Guinea-Bissau                | 7-12      | 256                                      | 145                            | 40  | ...                  | ...               | 19  | ...              | 70   | 84   | 56     | 0.67      |
| 180 Kenya                        | 6-11      | 5 417                                    | 4 782                          | 49  | 6 076                | 49                | ...   | 4                | 93   | 94   | 92     | 0.97      |
| 181 Lesotho                      | 6-12      | 321                                      | 365                            | 52  | 422                  | 50                | ...   | 0.3              | 105  | 101  | 110    | 1.08      |
| 182 Liberia                      | 6-11      | 556                                      | 396                            | 42  | ...                  | ...               | 38  | ...              | 85   | 97   | 72     | 0.74      |
| 183 Madagascar                   | 6-10      | 2 598                                    | 2 012                          | 49  | 3 598                | 49                | 22  | 19               | 94   | 95   | 92     | 0.97      |
| 184 Malawi                       | 6-11      | 2 345                                    | 2 582                          | 49  | 2 868                | 50                | ...   | 0.9              | 139  | 143  | 136    | 0.95      |
| 185 Mali                         | 7-12      | 2 267                                    | 959                            | 41  | 1 506                | 43                | 22  | 37               | 51   | 59   | 43     | 0.72      |
| 186 Mauritius                    | 5-10      | 121                                      | 133                            | 49  | 124                  | 49                | 24  | 25               | 105  | 105  | 106    | 1.00      |
| 187 Mozambique                   | 6-12      | 3 834                                    | 2 302                          | 43  | 3 943                | 46                | ...   | 2                | 69   | 79   | 59     | 0.74      |
| 188 Namibia                      | 6-12      | 407                                      | 383                            | 50  | 404                  | 50                | 4   | 5                | 104  | 103  | 105    | 1.02      |
| 189 Niger                        | 7-12      | 2 280                                    | 530                            | 39  | 1 064                | 41                | 4   | 4                | 29   | 34   | 23     | 0.68      |
| 190 Nigeria <sup>10</sup>        | 6-11      | 21 645                                   | 17 907                         | 44  | 22 267               | 45                | 4   | ...              | 93   | 102  | 83     | 0.82      |
| 191 Rwanda                       | 7-12      | 1 436                                    | 1 289                          | 50  | 1 724                | 51                | ...   | 0.8 <sup>Z</sup> | 99   | 100  | 98     | 0.98      |
| 192 Sao Tome and Principe        | 7-12      | 23                                       | 24                             | 49  | 30                   | 49                | —   | —                | 106  | 108  | 105    | 0.98      |
| 193 Senegal                      | 7-12      | 1 842                                    | 1 034                          | 46  | 1 444                | 49                | 12  | 12               | 61   | 66   | 57     | 0.86      |
| 194 Seychelles <sup>3</sup>      | 6-11      | ...                                      | 10                             | 49  | 9                    | 48                | 5   | 5 <sup>Z</sup>   | 116  | 117  | 116    | 0.99      |
| 195 Sierra Leone                 | 6-11      | 833                                      | ...                            | ... | ...                  | ...               | ...   | ...              | ...  | ...  | ...    | ...       |
| 196 Somalia                      | 6-12      | 1 464                                    | ...                            | ... | ...                  | ...               | ...   | ...              | ...  | ...  | ...    | ...       |
| 197 South Africa                 | 7-13      | 7 176                                    | 7 935                          | 49  | 7 444 <sup>Z</sup>   | 49 <sup>Z</sup>   | 2   | 2 <sup>Z</sup>   | 114  | 116  | 113    | 0.98      |
| 198 Swaziland                    | 6-12      | 200                                      | 213                            | 49  | 218 <sup>Z</sup>     | 48 <sup>Z</sup>   | —   | — <sup>Z</sup>   | 100  | 102  | 98     | 0.95      |
| 199 Togo                         | 6-11      | 995                                      | 954                            | 43  | 997                  | 46                | 36  | 42               | 112  | 127  | 96     | 0.75      |
| 200 Uganda                       | 6-12      | 6 086                                    | 6 288                          | 47  | 7 224                | 50                | ...   | 9                | 126  | 132  | 120    | 0.92      |
| 201 United Republic of Tanzania  | 7-13      | 7 113                                    | 4 190                          | 50  | 7 960                | 49                | 0.2   | 1                | 64   | 64   | 64     | 1.00      |
| 202 Zambia                       | 7-13      | 2 308                                    | 1 556                          | 48  | 2 565                | 48                | ...   | 3                | 75   | 78   | 72     | 0.92      |
| 203 Zimbabwe                     | 6-12      | 2 406                                    | 2 460                          | 49  | 2 362 <sup>Y</sup>   | 49 <sup>Y</sup>   | 88  | 87 <sup>Y</sup>  | 98   | 100  | 97     | 0.97      |

|      |                                  |     | Sum     |  | Sum     | % F | Sum     | % F | Median |     | Weighted average |     |     |      |  |
|------|----------------------------------|-----|---------|--|---------|-----|---------|-----|--------|-----|------------------|-----|-----|------|--|
| I    | World                            | ... | 641 643 |  | 646 731 | 47  | 688 285 | 47  | 7      | 8   | 100              | 104 | 96  | 0.92 |  |
| II   | Countries in transition          | ... | 12 349  |  | 15 834  | 49  | 13 739  | 49  | 0.2    | 0.5 | 100              | 101 | 100 | 0.99 |  |
| III  | Developed countries              | ... | 65 995  |  | 70 444  | 49  | 67 022  | 49  | 3      | 4   | 102              | 102 | 103 | 1.00 |  |
| IV   | Developing countries             | ... | 563 298 |  | 560 453 | 46  | 607 524 | 47  | 11     | 11  | 100              | 105 | 95  | 0.91 |  |
| V    | Arab States                      | ... | 41 256  |  | 35 402  | 46  | 39 345  | 47  | 4      | 7   | 90               | 96  | 84  | 0.88 |  |
| VI   | Central and Eastern Europe       | ... | 21 739  |  | 25 489  | 48  | 22 460  | 48  | 0.3    | 0.8 | 100              | 102 | 98  | 0.96 |  |
| VII  | Central Asia                     | ... | 6 099   |  | 6 853   | 49  | 6 172   | 49  | 0.3    | 0.5 | 99               | 99  | 98  | 0.99 |  |
| VIII | East Asia and the Pacific        | ... | 178 639 |  | 217 564 | 48  | 197 224 | 48  | 7      | 14  | 112              | 112 | 111 | 0.99 |  |
| IX   | East Asia                        | ... | 175 065 |  | 214 276 | 48  | 193 727 | 48  | 2      | 2   | 112              | 113 | 112 | 0.99 |  |
| X    | Pacific                          | ... | 3 573   |  | 3 287   | 48  | 3 498   | 48  | 15     | 19  | 94               | 94  | 93  | 0.99 |  |
| XI   | Latin America and the Caribbean  | ... | 58 754  |  | 70 206  | 48  | 69 072  | 48  | 15     | 17  | 121              | 123 | 119 | 0.97 |  |
| XII  | Caribbean                        | ... | 2 057   |  | 2 500   | 49  | 2 419   | 49  | 21     | 30  | 115              | 117 | 113 | 0.97 |  |
| XIII | Latin America                    | ... | 56 697  |  | 67 705  | 48  | 66 652  | 48  | 15     | 15  | 121              | 123 | 119 | 0.97 |  |
| XIV  | North America and Western Europe | ... | 50 635  |  | 52 882  | 49  | 51 649  | 49  | 7      | 7   | 103              | 102 | 103 | 1.01 |  |
| XV   | South and West Asia              | ... | 170 927 |  | 157 510 | 44  | 192 700 | 47  | ...    | 10  | 94               | 103 | 85  | 0.82 |  |
| XVI  | Sub-Saharan Africa               | ... | 113 594 |  | 80 825  | 46  | 109 663 | 47  | 11     | 8   | 80               | 86  | 74  | 0.86 |  |

1. Data are for 2004 except for countries with a calendar school year, in which case data are for 2005.

2. Data reflect the actual number of children not enrolled at all, derived from the age-specific enrolment ratios of primary school age children, which measures the proportion of those who are enrolled either in primary or in secondary schools (total primary NER).

3. National population data were used to calculate enrolment ratios.

4. Enrolment and population data exclude Transnistria.

5. In countries where two or more education structures exist, indicators were calculated on the basis of the most common or widespread structure. In the Russian Federation this is three grades of primary education starting at age 7. However, a four-grade structure also exists, in which about one-third of primary pupils are enrolled. Gross enrolment ratios may be overestimated.

6. Children enter primary school at age 6 or 7. Since 7 is the most common entrance age, enrolment ratios were calculated using the 7-11 age group for population.



Table 5

| GROSS ENROLMENT RATIO (GER)<br>IN PRIMARY EDUCATION<br>(%) |                   |                   |                     |  | NET ENROLMENT RATIO (NER)<br>IN PRIMARY EDUCATION<br>(%) |      |        |              |                   |                   |                   |                     | OUT-OF-SCHOOL<br>CHILDREN <sup>2</sup> |     |                      |                   |
|--|-------------------|-------------------|---------------------|--|--|------|--------|--------------|-------------------|-------------------|-------------------|---------------------|--|-----|----------------------|-------------------|
| School year ending in                                      |                   |                   |                     |  | School year ending in                                    |      |        |              |                   |                   |                   |                     | School year ending in                  |     |                      |                   |
| 2005   |                   |                   |                     |  | 1999   |      |        |              | 2005              |                   |                   |                     | 1999                                   |     | 2005                 |                   |
| Total  | Male              | Female            | GPI<br>(F/M)        |  | Total  | Male | Female | GPI<br>(F/M) | Total             | Male              | Female            | GPI<br>(F/M)        | Total<br>(000)                         | % F | Total<br>(000)       | % F               |
| 72 <sup>*,Y</sup>  | 80 <sup>*,Y</sup> | 63 <sup>*,Y</sup> | 0.79 <sup>*,Y</sup> |  | 53   | 61   | 46     | 0.75         | 56 <sup>*,Y</sup> | 62 <sup>*,Y</sup> | 50 <sup>*,Y</sup> | 0.80 <sup>*,Y</sup> | 1 254                                  | 58  | 1 223 <sup>*,Y</sup> | 58 <sup>*,Y</sup> |
| 62 <sup>Y</sup>  | 69 <sup>Y</sup>   | 54 <sup>Y</sup>   | 0.78 <sup>Y</sup>   |  | ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...                                    | ... | ...                  | ...               |
| 114  | 117               | 111               | 0.95                |  | 83   | ...  | ...    | ...          | 81 <sup>Y</sup>   | 85 <sup>Y</sup>   | 77 <sup>Y</sup>   | 0.90 <sup>Y</sup>   | 9                                      | ... | 10 <sup>Y</sup>      | 63 <sup>Y</sup>   |
| 64   | 71                | 57                | 0.81                |  | 36   | 39   | 34     | 0.86         | 47                | 51                | 43                | 0.86                | 293                                    | 52  | 308                  | 53                |
| <b>100</b>   | <b>107</b>        | <b>94</b>         | <b>0.88</b>         |  | 33   | 38   | 28     | 0.74         | <b>68</b>         | <b>71</b>         | <b>66</b>         | <b>0.93</b>         | 4 962                                  | 54  | <b>2 666</b>         | 54                |
| 130 <sup>Z</sup>   | 130 <sup>Z</sup>  | 129 <sup>Z</sup>  | 0.99 <sup>Z</sup>   |  | ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...                                    | ... | ...                  | ...               |
| 81 <sup>Z</sup>  | 79 <sup>Z</sup>   | 84 <sup>Z</sup>   | 1.06 <sup>Z</sup>   |  | 67   | 71   | 62     | 0.88         | 77 <sup>Y</sup>   | 77 <sup>Y</sup>   | 77 <sup>Y</sup>   | 0.99 <sup>Y</sup>   | 61                                     | 57  | 47 <sup>Y</sup>      | 50 <sup>Y</sup>   |
| <b>94</b>  | <b>94</b>         | <b>93</b>         | <b>0.98</b>         |  | 57   | 58   | 56     | 0.96         | <b>69</b>         | <b>69</b>         | <b>70</b>         | <b>1.01</b>         | 1 330                                  | 50  | <b>990</b>           | 48                |
| 81   | 88                | 74                | 0.84                |  | 44   | 51   | 36     | 0.71         | 66                | 70                | 61                | 0.87                | 709                                    | 55  | 501                  | 56                |
| ...  | ...               | ...               | ...                 |  | 45   | 53   | 37     | 0.71         | ...               | ...               | ...               | ...                 | 114                                    | 57  | ...                  | ...               |
| 112  | 114               | 110               | 0.96                |  | 64   | 63   | 64     | 1.01         | 79                | 78                | 79                | 1.01                | 1 834                                  | 49  | 1 123                | 49                |
| 132  | 132               | 131               | 1.00                |  | 60   | 56   | 63     | 1.13         | 87                | 84                | 89                | 1.06                | 139                                    | 45  | 41                   | 40                |
| ...  | ...               | ...               | ...                 |  | 41   | 47   | 36     | 0.77         | ...               | ...               | ...               | ...                 | 271                                    | 55  | ...                  | ...               |
| 138  | 141               | 136               | 0.96                |  | 63   | 63   | 63     | 1.01         | 92                | 93                | 92                | 1.00                | 785                                    | 50  | 188                  | 50                |
| 122  | 121               | 124               | 1.02                |  | 98   | 99   | 97     | 0.98         | 95                | 92                | 97                | 1.05                | 23                                     | 100 | 113                  | 27                |
| 66   | 74                | 59                | 0.80                |  | 40   | 46   | 34     | 0.73         | 51                | 56                | 45                | 0.81                | 1 113                                  | 54  | 1 113                | 55                |
| 102  | 102               | 102               | 1.00                |  | 91   | 90   | 91     | 1.01         | 95                | 94                | 96                | 1.02                | 12                                     | 47  | 6                    | 42                |
| 103  | 111               | 94                | 0.85                |  | 52   | 58   | 46     | 0.80         | 77                | 81                | 74                | 0.91                | 1 602                                  | 56  | 872                  | 58                |
| 99   | 99                | 100               | 1.01                |  | 73   | 70   | 76     | 1.08         | 72                | 69                | 74                | 1.07                | 100                                    | 44  | 116                  | 45                |
| 47   | 54                | 39                | 0.73                |  | 24   | 29   | 20     | 0.68         | 40                | 46                | 33                | 0.73                | 1 393                                  | 52  | 1 371                | 54                |
| 103  | 111               | 95                | 0.86                |  | 61   | 67   | 56     | 0.84         | 68                | 72                | 64                | 0.88                | 7 189                                  | 56  | 6 583.6              | 56                |
| 120  | 119               | 121               | 1.02                |  | ...  | ...  | ...    | ...          | 74                | 72                | 75                | 1.04                | ...                                    | ... | 373                  | 47                |
| 134  | 135               | 132               | 0.98                |  | 85   | 85   | 84     | 0.99         | 97                | 97                | 96                | 0.99                | 3                                      | 50  | 0.03                 | 100               |
| 78   | 80                | 77                | 0.97                |  | 52   | 55   | 48     | 0.88         | 69                | 70                | 67                | 0.97                | 808                                    | 53  | 518                  | 52                |
| 116  | 115               | 116               | 1.01                |  | ...  | ...  | ...    | ...          | 99 <sup>Z</sup>   | 99 <sup>Z</sup>   | 100 <sup>Z</sup>  | 1.01 <sup>Z</sup>   | ...                                    | ... | 0.04 <sup>Z</sup>    | ...               |
| ...  | ...               | ...               | ...                 |  | ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...                                    | ... | ...                  | ...               |
| ...  | ...               | ...               | ...                 |  | ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...                                    | ... | ...                  | ...               |
| 104 <sup>Z</sup>   | 106 <sup>Z</sup>  | 102 <sup>Z</sup>  | 0.96 <sup>Z</sup>   |  | 93   | 92   | 94     | 1.02         | 87 <sup>Z</sup>   | 87 <sup>Z</sup>   | 87 <sup>Z</sup>   | 1.00 <sup>Z</sup>   | 171                                    | 19  | 569 <sup>Z</sup>     | 44 <sup>Z</sup>   |
| 107 <sup>Z</sup>   | 111 <sup>Z</sup>  | 104 <sup>Z</sup>  | 0.93 <sup>Z</sup>   |  | 75   | 74   | 75     | 1.02         | 80 <sup>Z</sup>   | 79 <sup>Z</sup>   | 80 <sup>Z</sup>   | 1.01 <sup>Z</sup>   | 53                                     | 48  | 40 <sup>Z</sup>      | 48 <sup>Z</sup>   |
| 100  | 108               | 92                | 0.85                |  | 79   | 89   | 70     | 0.79         | 78                | 84                | 72                | 0.86                | 148                                    | 81  | 190                  | 67                |
| 119  | 119               | 119               | 1.00                |  | ...  | ...  | ...    | ...          | ...               | ...               | ...               | ...                 | ...                                    | ... | ...                  | ...               |
| <b>110</b>   | <b>112</b>        | <b>109</b>        | <b>0.97</b>         |  | 48   | 47   | 49     | 1.04         | <b>98</b>         | <b>99</b>         | <b>97</b>         | <b>0.99</b>         | 3 405                                  | 49  | <b>132</b>           | 68                |
| 111  | 114               | 108               | 0.95                |  | 63   | 64   | 62     | 0.96         | 89                | 89                | 89                | 1.00                | 760                                    | 51  | 228                  | 48                |
| 96 <sup>Y</sup>  | 97 <sup>Y</sup>   | 95 <sup>Y</sup>   | 0.98 <sup>Y</sup>   |  | 81   | 81   | 82     | 1.01         | 82 <sup>Y</sup>   | 81 <sup>Y</sup>   | 82 <sup>Y</sup>   | 1.01 <sup>Y</sup>   | 449                                    | 49  | 429 <sup>Y</sup>     | 48 <sup>Y</sup>   |

| Weighted average |     |     |      |  | Weighted average |    |    |      | Weighted average |    |    |      | Sum    | % F | Sum    | % F |
|------------------|-----|-----|------|--|------------------|----|----|------|------------------|----|----|------|--------|-----|--------|-----|
| 107              | 110 | 104 | 0.95 |  | 83               | 86 | 80 | 0.93 | 87               | 88 | 85 | 0.96 | 96 459 | 59  | 72 124 | 57  |
| 111              | 112 | 111 | 0.99 |  | 85               | 85 | 84 | 0.99 | 90               | 90 | 89 | 1.00 | 2 039  | 51  | 1 029  | 49  |
| 102              | 102 | 101 | 0.99 |  | 97               | 97 | 97 | 1.00 | 96               | 95 | 96 | 1.01 | 1 886  | 49  | 2 270  | 45  |
| 108              | 111 | 104 | 0.94 |  | 81               | 85 | 78 | 0.92 | 86               | 88 | 83 | 0.95 | 92 534 | 59  | 68 825 | 57  |
| 95               | 100 | 91  | 0.91 |  | 79               | 83 | 75 | 0.90 | 83               | 86 | 80 | 0.93 | 7 720  | 59  | 6 122  | 60  |
| 103              | 105 | 102 | 0.98 |  | 90               | 91 | 88 | 0.97 | 91               | 91 | 90 | 0.98 | 2 508  | 57  | 1 901  | 53  |
| 101              | 102 | 101 | 0.99 |  | 88               | 88 | 88 | 0.99 | 90               | 90 | 89 | 0.99 | 490    | 52  | 381    | 52  |
| 110              | 111 | 109 | 0.98 |  | 95               | 96 | 95 | 1.00 | 94               | 94 | 93 | 0.99 | 6 824  | 50  | 9 524  | 52  |
| 111              | 112 | 110 | 0.98 |  | 96               | 96 | 95 | 1.00 | 94               | 94 | 93 | 0.99 | 6 377  | 51  | 9 189  | 52  |
| 98               | 100 | 96  | 0.96 |  | 87               | 88 | 87 | 0.99 | 90               | 92 | 89 | 0.97 | 447    | 50  | 335    | 55  |
| 118              | 120 | 115 | 0.96 |  | 92               | 93 | 91 | 0.98 | 94               | 94 | 94 | 1.00 | 3 595  | 54  | 2 433  | 49  |
| 117              | 118 | 116 | 0.98 |  | 77               | 78 | 75 | 0.96 | 77               | 79 | 76 | 0.96 | 435    | 51  | 449    | 53  |
| 118              | 120 | 115 | 0.96 |  | 93               | 93 | 92 | 0.98 | 95               | 95 | 95 | 1.00 | 3 160  | 55  | 1 983  | 48  |
| 102              | 102 | 102 | 0.99 |  | 97               | 97 | 96 | 1.00 | 95               | 95 | 96 | 1.01 | 1 465  | 49  | 1 898  | 45  |
| 113              | 116 | 109 | 0.93 |  | 77               | 84 | 70 | 0.83 | 86               | 89 | 82 | 0.92 | 31 434 | 69  | 17 092 | 66  |
| 97               | 102 | 91  | 0.89 |  | 57               | 60 | 54 | 0.90 | 70               | 73 | 67 | 0.92 | 42 423 | 53  | 32 774 | 54  |

7. For the first time, data include French overseas departments and territories (DOM-TOM).

8. Enrolment ratios were not calculated due to lack of United Nations population data by age.

9. Enrolment ratios were not calculated due to inconsistencies between enrolment and the United Nations population data.

10. Due to the continuing discrepancy in enrolment by single age, the net enrolment ratio in primary education is estimated using the age distribution of the 2004 DHS data.

Data in italic are UIS estimates.

Data in bold are for the school year ending in 2006.

(z) Data are for the school year ending in 2004.

(y) Data are for the school year ending in 2003.

(\*) National estimates.

Table 6  
Internal efficiency: repetition in primary education

| Country or territory       | Duration <sup>1</sup><br>of primary<br>education | REPETITION RATES BY GRADE IN PRIMARY EDUCATION<br>[%] |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
|----------------------------|--|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|                            |  | School year ending in 2004                            |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
|                            |  | Grade 1   |                  |                  | Grade 2          |                  |                  | Grade 3          |                  |                  | Grade 4          |                  |                  |
|                            |  | Total   | Male             | Female           | Total            | Male             | Female           | Total            | Male             | Female           | Total            | Male             | Female           |
|                            |  |   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| Arab States                |  |   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| Algeria                    | 6  | 11.2  | 12.9             | 9.3              | 7.2              | 8.7              | 5.6              | 8.6              | 10.8             | 6.2              | 10.8             | 13.5             | 7.7              |
| Bahrain                    | 6  | 3.0   | 2.4              | 3.5              | 3.2              | 3.7              | 2.6              | 3.4              | 4.0              | 2.8              | 2.5              | 3.2              | 1.8              |
| Djibouti                   | 6  | 2.9   | 2.8              | 3.0              | ...              | ...              | ...              | 7.2              | 6.9              | 7.5              | 6.5              | 6.3              | 6.6              |
| Egypt                      | 6  | 0.1   | ...              | ...              | 2.0              | ...              | ...              | 2.7              | ...              | ...              | 4.0              | ...              | ...              |
| Iraq                       | 6  | 9.2   | 10.3             | 7.9              | 7.7              | 8.7              | 6.5              | 6.4              | 7.4              | 5.2              | 7.2              | 8.5              | 5.5              |
| Jordan                     | 6  | 0.3   | 0.3              | 0.4              | 0.3              | 0.2              | 0.3              | 0.2              | 0.2              | 0.3              | 1.2              | 1.1              | 1.4              |
| Kuwait                     | 5  | 3.1   | 3.2              | 3.0              | 1.8              | 2.0              | 1.6              | 2.7              | 3.1              | 2.3              | 2.4              | 3.1              | 1.6              |
| Lebanon                    | 6  | 5.8   | 7.0              | 4.6              | 6.7              | 7.9              | 5.3              | 6.7              | 8.3              | 5.0              | 17.9             | 20.2             | 15.3             |
| Libyan Arab Jamahiriya     | 6  | ...   | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Mauritania                 | 6  | 9.6   | 9.4              | 9.9              | 8.6              | 8.5              | 8.7              | 9.6              | 9.4              | 9.8              | 10.8             | 10.5             | 11.2             |
| Morocco                    | 6  | 16.0  | 17.2             | 14.6             | 13.9             | 15.6             | 11.8             | 14.3             | 16.5             | 11.6             | 11.3             | 13.9             | 8.3              |
| Oman                       | 6  | 0.3   | 0.3              | 0.2              | 0.1              | 0.1              | 0.0              | 0.1              | 0.1              | 0.1              | 0.03             | 0.03             | 0.04             |
| Palestinian A. T.          | 4  | 0.0   | 0.0              | 0.0              | 0.0              | 0.0              | 0.0              | 0.4              | 0.4              | 0.4              | 2.2              | 2.4              | 2.1              |
| Qatar                      | 6  | 4.5 <sup>y</sup>                                      | 4.3 <sup>y</sup> | 4.8 <sup>y</sup> | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Saudi Arabia               | 6  | 9.2   | 9.3              | 9.0              | 5.0              | 5.8              | 4.2              | 6.5              | 5.9              | 7.1              | 5.3              | 4.1              | 6.4              |
| Sudan                      | 6  | 1.4   | 1.1              | 1.8              | 1.6              | 1.4              | 1.9              | 1.8              | 1.6              | 2.1              | 2.1              | 1.7              | 2.5              |
| Syrian Arab Republic       | 4  | 11.6  | 12.3             | 10.8             | 8.3              | 9.5              | 7.0              | 5.2              | 5.9              | 4.4              | 4.0              | 4.5              | 3.4              |
| Tunisia                    | 6  | 0.9   | 1.1              | 0.8              | 10.2             | 11.7             | 8.6              | 2.9              | 3.6              | 2.3              | 13.3             | 16.1             | 10.1             |
| United Arab Emirates       | 5  | 2.6   | 2.5              | 2.6              | 1.7              | 1.8              | 1.7              | 1.6              | 1.9              | 1.3              | 1.9              | 2.6              | 1.0              |
| Yemen                      | 6  | 3.6 <sup>y</sup>                                      | 3.7 <sup>y</sup> | 3.4 <sup>y</sup> | 4.1 <sup>y</sup> | 4.2 <sup>y</sup> | 3.9 <sup>y</sup> | 4.9 <sup>y</sup> | 5.2 <sup>y</sup> | 4.4 <sup>y</sup> | 5.5 <sup>y</sup> | 6.1 <sup>y</sup> | 4.4 <sup>y</sup> |
| Central and Eastern Europe |  |   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| Albania                    | 4  | 3.2 <sup>y</sup>                                      | 3.7 <sup>y</sup> | 2.7 <sup>y</sup> | 2.1 <sup>y</sup> | 2.5 <sup>y</sup> | 1.6 <sup>y</sup> | 1.5 <sup>y</sup> | 1.9 <sup>y</sup> | 1.1 <sup>y</sup> | 1.7 <sup>y</sup> | 2.0 <sup>y</sup> | 1.4 <sup>y</sup> |
| Belarus                    | 4  | 0.2   | 0.2*             | 0.2*             | 0.02             | 0.02*            | 0.02*            | 0.01             | 0.0*             | 0.0*             | 0.01             | 0.01*            | 0.01*            |
| Bosnia and Herzegovina     | 4  | ...   | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Bulgaria                   | 4  | 0.8   | 0.9              | 0.7              | 2.9              | 3.4              | 2.4              | 2.1              | 2.4              | 1.7              | 2.8              | 3.1              | 2.4              |
| Croatia                    | 4  | 0.9 <sup>x</sup>                                      | 1.0 <sup>x</sup> | 0.8 <sup>x</sup> | 0.3 <sup>x</sup> | 0.3 <sup>x</sup> | 0.2 <sup>x</sup> | 0.2 <sup>x</sup> | 0.2 <sup>x</sup> | 0.1 <sup>x</sup> | 0.1 <sup>x</sup> | 0.1 <sup>x</sup> | 0.1 <sup>x</sup> |
| Czech Republic             | 5  | 1.5   | 1.7              | 1.2              | 1.0              | 1.2              | 0.8              | 0.9              | 1.1              | 0.7              | 0.9              | 1.1              | 0.7              |
| Estonia                    | 6  | 1.1   | 1.3              | 0.9              | 0.7              | 1.0              | 0.4              | 0.9              | 1.2              | 0.6              | 1.1              | 1.4              | 0.7              |
| Hungary                    | 4  | 4.3   | 5.0              | 3.5              | 1.6              | 2.0              | 1.3              | 1.2              | 1.4              | 0.9              | 1.2              | 1.5              | 0.9              |
| Latvia                     | 4  | 5.4   | 6.8              | 3.8              | 1.9              | 2.6              | 1.2              | 1.9              | 2.7              | 1.1              | 2.3              | 3.3              | 1.2              |
| Lithuania                  | 4  | 1.3   | 1.6              | 1.0              | 0.4              | 0.6              | 0.3              | 0.4              | 0.5              | 0.2              | 0.5              | 0.8              | 0.2              |
| Poland                     | 6  | 0.7   | ...              | ...              | 0.3              | ...              | ...              | 0.4              | ...              | ...              | 0.9              | ...              | ...              |
| Republic of Moldova        | 4  | 0.5   | 0.6              | 0.4              | 0.2              | 0.2              | 0.1              | 0.1              | 0.2              | 0.1              | 0.1              | 0.2              | 0.1              |
| Romania                    | 4  | 3.9   | 4.4              | 3.4              | 1.7              | 2.1              | 1.3              | 1.3              | 1.6              | 1.0              | 1.4              | 1.8              | 1.1              |
| Russian Federation         | 3  | 1.7   | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | .                | .                | .                |
| Serbia and Montenegro      | 4  | ...   | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Slovakia                   | 4  | 4.8   | 5.2              | 4.5              | 2.2              | 2.4              | 2.0              | 1.6              | 1.7              | 1.4              | 1.6              | 1.7              | 1.5              |
| Slovenia                   | 5  | 0.4   | 0.4              | 0.3              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| TFYR Macedonia             | 4  | 0.3   | 0.3              | 0.2              | 0.2              | 0.2              | 0.2              | 0.1              | 0.1              | 0.1              | 0.2              | 0.2              | 0.1              |
| Turkey                     | 6  | 4.3   | 4.6              | 3.9              | 2.0              | 2.0              | 2.0              | 2.0              | 1.7              | 2.2              | 2.3              | 1.8              | 2.7              |
| Ukraine                    | 4  | ...   | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Central Asia               |  |   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| Armenia                    | 3  | — <sup>x</sup>  | — <sup>x</sup>   | — <sup>x</sup>   | 0.2 <sup>x</sup> | 0.2 <sup>x</sup> | 0.1 <sup>x</sup> | 0.2 <sup>x</sup> | 0.2 <sup>x</sup> | 0.2 <sup>x</sup> | .                | .                | .                |
| Azerbaijan                 | 4  | 0.3   | 0.4              | 0.3              | 0.3              | 0.3              | 0.3              | 0.2              | 0.2              | 0.2              | 0.3              | 0.2              | 0.3              |
| Georgia                    | 6  | 0.2 <sup>y</sup>                                      | 0.2 <sup>y</sup> | 0.2 <sup>y</sup> | 0.2 <sup>y</sup> | 0.2 <sup>y</sup> | 0.2 <sup>y</sup> | ...              | ...              | ...              | ...              | ...              | ...              |
| Kazakhstan                 | 4  | 0.0   | 0.1              | 0.0              | 0.2              | 0.2              | 0.1              | 0.1              | 0.1              | 0.1              | 0.1              | 0.1              | 0.0              |
| Kyrgyzstan                 | 4  | 0.1   | 0.1              | 0.1              | 0.1              | 0.1              | 0.1              | 0.1              | 0.1              | 0.0              | 0.1              | 0.1              | 0.0              |
| Mongolia                   | 5  | 1.3 <sup>y</sup>                                      | 1.4 <sup>y</sup> | 1.2 <sup>y</sup> | 0.5 <sup>y</sup> | 0.6 <sup>y</sup> | 0.5 <sup>y</sup> | 0.3 <sup>y</sup> | 0.3 <sup>y</sup> | 0.2 <sup>y</sup> | 0.2 <sup>y</sup> | 0.2 <sup>y</sup> | 0.2 <sup>y</sup> |
| Tajikistan                 | 4  | 0.2   | 0.2              | 0.2              | 0.2              | 0.2              | 0.2              | 0.2              | 0.2              | 0.2              | 0.3              | 0.3              | 0.3              |
| Turkmenistan               | 3  | ...   | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | .                | .                | .                |
| Uzbekistan                 | 4  | — <sup>y</sup>  | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   |
| East Asia and the Pacific  |  |   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| Australia                  | 7  | ...   | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Brunei Darussalam          | 6  | 0.6   | 0.7              | 0.4              | 0.8              | 1.0              | 0.6              | 1.0              | 1.4              | 0.5              | 1.7              | 2.6              | 0.7              |
| Cambodia                   | 6  | 23.9  | 24.8             | 22.9             | 16.3             | 17.6             | 14.7             | 13.3             | 14.9             | 11.5             | 9.3              | 10.7             | 7.7              |
| China                      | 5  | 1.3   | 1.4              | 1.2              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Cook Islands               | 6  | ...   | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              |

Table 6

| REPETITION RATES BY GRADE IN PRIMARY EDUCATION<br>[%] |                  |                  |                  |                  |                  |       | REPEATERS, ALL GRADES<br>[%] |        |                  |                  |                  |                        | Country or territory |
|---|------------------|------------------|------------------|------------------|------------------|-------|------------------------------|--------|------------------|------------------|------------------|------------------------|----------------------|
| School year ending in 2004                            |                  |                  |                  |                  |                  |       | School year ending in        |        |                  |                  |                  |                        |                      |
| Grade 5   |                  |                  | Grade 6          |                  |                  | 1999  |                              |        | 2005             |                  |                  |                        |                      |
| Total   | Male             | Female           | Total            | Male             | Female           | Total | Male                         | Female | Total            | Male             | Female           |                        |                      |
|   |                  |                  |                  |                  |                  |       |                              |        |                  |                  |                  |                        |                      |
| Arab States   |                  |                  |                  |                  |                  |       |                              |        |                  |                  |                  |                        |                      |
| 11.2  | 14.1             | 7.8              | 15.2             | 18.2             | 11.8             | 11.9  | 14.6                         | 8.7    | 11.2             | 13.6             | 8.4              | Algeria                |                      |
| 2.8   | 3.5              | 2.1              | 1.9              | 3.1              | 0.8              | 3.8   | 4.6                          | 3.1    | 2.8              | 3.3              | 2.3              | Bahrain                |                      |
| 6.3   | 6.2              | 6.3              | 21.8             | 21.1             | 22.9             | 16.6  | 16.9                         | 16.1   | 9.2              | 9.3              | 9.1              | Djibouti               |                      |
| 3.8   | ...              | ...              | ...              | ...              | ...              | 6.0   | 7.1                          | 4.6    | 2.2              | 2.7              | 1.5              | Egypt                  |                      |
| 13.1  | 15.2             | 10.2             | 4.2              | 4.4              | 3.8              | 10.0  | 10.7                         | 9.2    | 8.0              | 9.1              | 6.5              | Iraq                   |                      |
| 1.8   | 1.7              | 1.8              | 1.9              | 1.8              | 1.9              | 0.7   | 0.7                          | 0.7    | 0.9              | 0.9              | 1.0              | Jordan                 |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 3.3   | 3.4                          | 3.1    | 1.9              | 2.2              | 1.7              | Kuwait                 |                      |
| 11.8  | 13.5             | 10.0             | 10.6             | 11.7             | 9.4              | 9.1   | 10.5                         | 7.7    | 10.1             | 11.7             | 8.4              | Lebanon                |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | ...              | ...              | ...              | Libyan Arab Jamahiriya |                      |
| 11.5  | 11.0             | 12.0             | 15.4             | 14.7             | 16.2             | ...   | ...                          | ...    | 10.1             | 9.9              | 10.3             | Mauritania             |                      |
| 9.5   | 11.8             | 6.7              | 9.1              | 11.2             | 6.5              | 12.4  | 14.1                         | 10.2   | 12.7             | 14.7             | 10.4             | Morocco                |                      |
| 1.4   | 0.9              | 1.9              | 1.3              | 0.8              | 1.9              | 8.0   | 9.5                          | 6.4    | 0.6              | 0.4              | 0.8              | Oman                   |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 2.1   | 2.2                          | 2.0    | 0.7              | 0.7              | 0.7              | Palestinian A. T.      |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 2.7   | 3.5                          | 1.9    | 2.7              | 3.7              | 1.7              | Qatar                  |                      |
| 2.9   | 2.9              | 2.9              | 1.1              | 1.1              | 1.1              | ...   | ...                          | ...    | 5.1              | 4.9              | 5.2              | Saudi Arabia           |                      |
| 1.8   | 1.5              | 2.2              | 1.9              | 1.5              | 2.4              | 11.3  | 10.9                         | 11.8   | 1.7              | 1.4              | 2.1              | Sudan                  |                      |
| .   | .                | .                | .                | .                | .                | 6.5   | 7.2                          | 5.6    | 7.3              | 8.1              | 6.4              | Syrian Arab Republic   |                      |
| 11.2  | 13.4             | 8.8              | 7.5              | 9.1              | 5.8              | 18.3  | 20.0                         | 16.4   | 8.5              | 10.2             | 6.6              | Tunisia                |                      |
| 1.8   | 2.4              | 1.1              | .                | .                | .                | 3.5   | 4.4                          | 2.5    | 1.9              | 2.2              | 1.5              | United Arab Emirates   |                      |
| 5.5 <sup>y</sup>                                      | 6.1 <sup>y</sup> | 4.4 <sup>y</sup> | 4.5 <sup>y</sup> | 5.1 <sup>y</sup> | 3.3 <sup>y</sup> | 10.6  | 11.7*                        | 8.7*   | 4.3 <sup>z</sup> | 4.8 <sup>z</sup> | 3.7 <sup>z</sup> | Yemen                  |                      |
| Central and Eastern Europe                            |                  |                  |                  |                  |                  |       |                              |        |                  |                  |                  |                        |                      |
| .   | .                | .                | .                | .                | .                | 3.9   | 4.6                          | 3.2    | 2.1 <sup>z</sup> | 2.6 <sup>z</sup> | 1.7 <sup>z</sup> | Albania                |                      |
| .   | .                | .                | .                | .                | .                | 0.5   | 0.5                          | 0.5    | 0.1              | 0.1*             | 0.1*             | Belarus                |                      |
| .   | .                | .                | .                | .                | .                | ...   | ...                          | ...    | ...              | ...              | ...              | Bosnia and Herzegovina |                      |
| .   | .                | .                | .                | .                | .                | 3.2   | 3.7                          | 2.7    | 2.3              | 2.7              | 2.0              | Bulgaria               |                      |
| .   | .                | .                | .                | .                | .                | 0.4   | 0.5                          | 0.3    | 0.4 <sup>y</sup> | 0.4 <sup>y</sup> | 0.3 <sup>y</sup> | Croatia                |                      |
| 0.8   | 1.0              | 0.6              | .                | .                | .                | 1.2   | 1.5                          | 1.0    | 1.1              | 1.3              | 0.9              | Czech Republic         |                      |
| 1.6   | 2.6              | 0.5              | 2.7              | 4.0              | 1.3              | 2.5   | 3.5                          | 1.4    | 1.6              | 2.3              | 0.8              | Estonia                |                      |
| .   | .                | .                | .                | .                | .                | 2.2   | 2.1                          | 2.2    | 2.1              | 2.5              | 1.7              | Hungary                |                      |
| .   | .                | .                | .                | .                | .                | 2.1   | 2.7                          | 1.3    | 3.0              | 4.1              | 1.9              | Latvia                 |                      |
| .   | .                | .                | .                | .                | .                | 0.9   | 1.3                          | 0.5    | 0.7              | 0.9              | 0.5              | Lithuania              |                      |
| 1.0   | ...              | ...              | 0.6              | ...              | ...              | 1.2   | ...                          | ...    | 0.7              | 1.1              | 0.3              | Poland                 |                      |
| .   | .                | .                | .                | .                | .                | 0.9   | 0.9                          | 0.9    | 0.3              | 0.3              | 0.2              | Republic of Moldova    |                      |
| .   | .                | .                | .                | .                | .                | 3.4   | 4.1                          | 2.6    | 2.3              | 2.7              | 1.8              | Romania                |                      |
| .   | .                | .                | .                | .                | .                | 1.2   | ...                          | ...    | ...              | ...              | ...              | Russian Federation     |                      |
| .   | .                | .                | .                | .                | .                | ...   | ...                          | ...    | ...              | ...              | ...              | Serbia and Montenegro  |                      |
| .   | .                | .                | .                | .                | .                | 2.3   | 2.6                          | 2.0    | 2.6              | 2.9              | 2.4              | Slovakia               |                      |
| .   | .                | .                | .                | .                | .                | 1.0   | 1.3                          | 0.7    | 0.5              | 0.6              | 0.4              | Slovenia               |                      |
| .   | .                | .                | .                | .                | .                | 0.0   | 0.1                          | 0.0    | 0.2              | 0.2              | 0.2              | TFYR Macedonia         |                      |
| 2.3   | 1.7              | 2.9              | 5.4              | 5.0              | 5.8              | ...   | ...                          | ...    | 3.0              | 2.8              | 3.2              | Turkey                 |                      |
| .   | .                | .                | .                | .                | .                | 0.8   | ...                          | ...    | 0.1              | ...              | ...              | Ukraine                |                      |
| Central Asia  |                  |                  |                  |                  |                  |       |                              |        |                  |                  |                  |                        |                      |
| .   | .                | .                | .                | .                | .                | ...   | ...                          | ...    | 0.2              | 0.2              | 0.1              | Armenia                |                      |
| .   | .                | .                | .                | .                | .                | 0.4   | 0.4                          | 0.4    | 0.3              | 0.3              | 0.3              | Azerbaijan             |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 0.3   | 0.5                          | 0.2    | 0.3              | 0.4              | 0.2              | Georgia                |                      |
| ...   | ...              | ...              | .                | .                | .                | 0.3   | ...                          | ...    | 0.1              | 0.2              | 0.1              | Kazakhstan             |                      |
| ...   | ...              | ...              | .                | .                | .                | 0.3   | 0.4                          | 0.2    | 0.1              | 0.1              | 0.1              | Kyrgyzstan             |                      |
| ...   | ...              | ...              | .                | .                | .                | 0.9   | 1.0                          | 0.8    | 0.4              | 0.5              | 0.4              | Mongolia               |                      |
| ...   | ...              | ...              | .                | .                | .                | 0.5   | 0.5                          | 0.6    | 0.2              | 0.2              | 0.2              | Tajikistan             |                      |
| ...   | ...              | ...              | .                | .                | .                | ...   | ...                          | ...    | ...              | ...              | ...              | Turkmenistan           |                      |
| ...   | ...              | ...              | .                | .                | .                | ...   | ...                          | ...    | — <sup>z</sup>   | — <sup>z</sup>   | — <sup>z</sup>   | Uzbekistan             |                      |
| East Asia and the Pacific                             |                  |                  |                  |                  |                  |       |                              |        |                  |                  |                  |                        |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | ...              | ...              | ...              | Australia              |                      |
| 1.5   | 2.1              | 0.8              | 7.4              | 9.4              | 5.0              | .     | .                            | .      | 2.3              | 3.0              | 1.4              | Brunei Darussalam      |                      |
| 5.9   | 7.1              | 4.7              | 2.6              | 3.0              | 2.2              | 24.6  | 25.4                         | 23.5   | 13.8             | 15.1             | 12.4             | Cambodia               |                      |
| ...   | ...              | ...              | .                | .                | .                | ...   | ...                          | ...    | 0.3              | 0.3              | 0.2              | China                  |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 2.6   | ...                          | ...    | ...              | ...              | ...              | Cook Islands           |                      |

Table 6 (continued)

| Country or territory            | Duration <sup>1</sup><br>of primary<br>education | REPETITION RATES BY GRADE IN PRIMARY EDUCATION<br>[%] |                   |                   |                   |                   |                  |                   |                  |                  |                   |                  |                  |
|---------------------------------|--|---|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|
|                                 |  | School year ending in 2004                            |                   |                   |                   |                   |                  |                   |                  |                  |                   |                  |                  |
|                                 |  | Grade 1   |                   |                   | Grade 2           |                   |                  | Grade 3           |                  |                  | Grade 4           |                  |                  |
|                                 | 2005   | Total   | Male              | Female            | Total             | Male              | Female           | Total             | Male             | Female           | Total             | Male             | Female           |
| DPR Korea                       | 4  | ...   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Fiji                            | 6  | 4.4   | 5.4               | 3.3               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Indonesia                       | 6  | 9.8   | 11.4              | 8.0               | 5.4               | 6.7               | 4.0              | 4.9               | 6.1              | 3.7              | 3.6               | 4.4              | 2.8              |
| Japan                           | 6  | ...   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Kiribati                        | 6  | .   | .                 | .                 | .                 | .                 | .                | .                 | .                | .                | .                 | .                | .                |
| Lao PDR                         | 5  | 34.1  | 34.8              | 33.3              | 19.1              | 20.5              | 17.3             | 12.5              | 14.0             | 10.7             | 8.2               | 9.6              | 6.5              |
| Macao, China                    | 6  | 2.4 <sup>y</sup>                                      | 2.8 <sup>y</sup>  | 2.0 <sup>y</sup>  | 3.2 <sup>y</sup>  | 4.4 <sup>y</sup>  | 1.9 <sup>y</sup> | ...               | ...              | ...              | ...               | ...              | ...              |
| Malaysia                        | 6  | .y  | .y                | .y                | .y                | .y                | .y               | .y                | .y               | .y               | .y                | .y               | .y               |
| Marshall Islands                | 6  | .x  | .x                | .x                | .x                | .x                | .x               | .x                | .x               | .x               | .x                | .x               | .x               |
| Micronesia                      | 6  | ...   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Myanmar                         | 5  | 0.6   | 0.6               | 0.6               | 0.3               | 0.3               | 0.3              | 0.2               | 0.2              | 0.2              | 0.2               | 0.2              | 0.2              |
| Nauru                           | 6  | —x  | —x                | —x                | —x                | —x                | —x               | —x                | —x               | —x               | —x                | —x               | —x               |
| New Zealand                     | 6  | ...   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Niue                            | 6  | .   | .                 | .                 | .                 | .                 | .                | .                 | .                | .                | .                 | .                | .                |
| Palau                           | 5  | 5.5   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Papua New Guinea                | 6  | —x  | —x                | —x                | —x                | —x                | —x               | —x                | —x               | —x               | —x                | —x               | —x               |
| Philippines                     | 6  | 5.0   | 5.8               | 4.0               | 2.6               | 3.4               | 1.8              | 1.8               | 2.5              | 1.1              | 1.3               | 1.8              | 0.8              |
| Republic of Korea               | 6  | 0.0   | 0.0               | 0.0               | 0.00              | 0.00              | 0.00             | 0.0               | 0.0              | 0.0              | 0.00              | 0.00             | 0.00             |
| Samoa                           | 6  | 2.6 <sup>y</sup>                                      | 2.9 <sup>y</sup>  | 2.2 <sup>y</sup>  | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Singapore                       | 6  | ...   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Solomon Islands                 | 6  | ...   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Thailand                        | 6  | ...   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Timor-Leste                     | 6  | ...   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Tokelau                         | 6  | .y  | .y                | .y                | .y                | .y                | .y               | .y                | .y               | .y               | .y                | .y               | .y               |
| Tonga                           | 6  | .   | .                 | .                 | .                 | .                 | .                | .                 | .                | .                | .                 | .                | .                |
| Tuvalu                          | 6  | .y  | .y                | .y                | .                 | .                 | .                | .                 | .                | .                | .                 | .                | .                |
| Vanuatu                         | 6  | 13.5  | 13.6              | 13.4              | 10.9              | ...               | ...              | 9.6               | ...              | ...              | 9.0               | ...              | ...              |
| Viet Nam                        | 5  | 5.4 <sup>x</sup>                                      | 6.2 <sup>x</sup>  | 4.4 <sup>x</sup>  | 2.6 <sup>x</sup>  | 3.0 <sup>x</sup>  | 2.1 <sup>x</sup> | 1.7 <sup>x</sup>  | 2.0 <sup>x</sup> | 1.3 <sup>x</sup> | 1.6 <sup>x</sup>  | 1.9 <sup>x</sup> | 1.2 <sup>x</sup> |
| Latin America and the Caribbean |  |   |                   |                   |                   |                   |                  |                   |                  |                  |                   |                  |                  |
| Anguilla                        | 7  | 1.4   | 3.2               | —                 | —                 | —                 | —                | 0.5               | 0.9              | —                | —                 | —                | —                |
| Antigua and Barbuda             | 7  | ...   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Argentina                       | 6  | 10.1 <sup>y</sup>                                     | 11.6 <sup>y</sup> | 8.4 <sup>y</sup>  | 7.1 <sup>y</sup>  | 8.4 <sup>y</sup>  | 5.7 <sup>y</sup> | 6.3 <sup>y</sup>  | 7.5 <sup>y</sup> | 5.0 <sup>y</sup> | 6.0 <sup>y</sup>  | 7.2 <sup>y</sup> | 4.6 <sup>y</sup> |
| Aruba                           | 6  | 14.1  | 17.0              | 10.9              | 13.9              | 17.4              | 9.9              | 8.1               | 7.8              | 8.3              | 7.6               | 7.8              | 7.5              |
| Bahamas                         | 6  | —   | —                 | —                 | —                 | —                 | —                | —                 | —                | —                | —                 | —                | —                |
| Barbados                        | 6  | .   | .                 | .                 | .                 | .                 | .                | .                 | .                | .                | .                 | .                | .                |
| Belize                          | 6  | 16.6 <sup>y</sup>                                     | 18.2 <sup>y</sup> | 15.0 <sup>y</sup> | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Bermuda                         | 6  | .   | .                 | .                 | .                 | .                 | .                | .                 | .                | .                | .                 | .                | .                |
| Bolivia                         | 6  | 1.4 <sup>y</sup>                                      | 1.5 <sup>y</sup>  | 1.4 <sup>y</sup>  | 1.3 <sup>y</sup>  | 1.4 <sup>y</sup>  | 1.2 <sup>y</sup> | 1.6 <sup>y</sup>  | 1.6 <sup>y</sup> | 1.5 <sup>y</sup> | 1.5 <sup>y</sup>  | 1.6 <sup>y</sup> | 1.3 <sup>y</sup> |
| Brazil                          | 4  | 27.3 <sup>y</sup>                                     | ...               | ...               | 20.5 <sup>y</sup> | ...               | ...              | 15.4 <sup>y</sup> | ...              | ...              | 15.4 <sup>y</sup> | ...              | ...              |
| British Virgin Islands          | 7  | 8.3   | 9.6 <sup>y</sup>  | 5.6 <sup>y</sup>  | 4.0               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Cayman Islands                  | 6  | 1.3   | 2.1               | 0.4               | —                 | —                 | —                | —                 | —                | —                | —                 | —                | —                |
| Chile                           | 6  | 2.5   | 2.9               | 2.1               | 2.2               | 2.5               | 1.8              | 2.1               | 2.5              | 1.7              | 1.6               | 2.0              | 1.2              |
| Colombia                        | 5  | 7.3   | 7.9               | 6.5               | 4.4               | 4.9               | 3.9              | 3.3               | 3.6              | 2.9              | 2.5               | 2.9              | 2.1              |
| Costa Rica                      | 6  | 12.9  | 14.3              | 11.4              | 7.7               | 8.9               | 6.5              | 6.9               | 8.1              | 5.5              | 8.4               | 9.8              | 6.8              |
| Cuba                            | 6  | —   | —                 | —                 | 1.6               | 2.1               | 1.0              | —                 | —                | —                | 0.8               | 1.2              | 0.5              |
| Dominica                        | 7  | 9.2   | 11.3              | 6.7               | 3.8               | 4.9               | 2.6              | 2.1               | 2.0              | 2.3              | 1.8               | 2.9              | 0.6              |
| Dominican Republic              | 6  | 4.2   | ...               | ...               | 6.6               | ...               | ...              | 14.4              | ...              | ...              | 9.5               | ...              | ...              |
| Ecuador                         | 6  | 3.9 <sup>y</sup>                                      | 4.2 <sup>y</sup>  | 3.6 <sup>y</sup>  | 2.8 <sup>y</sup>  | 3.1 <sup>y</sup>  | 2.4 <sup>y</sup> | 1.8 <sup>y</sup>  | 2.1 <sup>y</sup> | 1.5 <sup>y</sup> | 1.4 <sup>y</sup>  | 1.6 <sup>y</sup> | 1.2 <sup>y</sup> |
| El Salvador                     | 6  | 13.0  | 14.3              | 11.6              | 5.5               | 6.3               | 4.6              | 4.5               | 5.4              | 3.6              | 4.3               | 5.2              | 3.2              |
| Grenada                         | 7  | 4.2 <sup>x</sup>                                      | 5.6 <sup>x</sup>  | 2.7 <sup>x</sup>  | 2.0 <sup>x</sup>  | 2.1 <sup>x</sup>  | 1.9 <sup>x</sup> | 2.2 <sup>x</sup>  | 3.1 <sup>x</sup> | 1.4 <sup>x</sup> | 1.9 <sup>x</sup>  | 2.6 <sup>x</sup> | 1.2 <sup>x</sup> |
| Guatemala                       | 6  | 24.0  | 25.3              | 22.6              | 14.1              | 15.0              | 13.0             | 10.6              | 11.5             | 9.7              | 7.5               | 8.2              | 6.6              |
| Guyana                          | 6  | 1.0   | 1.2               | 0.9               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Haiti                           | 6  | ...   | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Honduras                        | 6  | 17.3  | 18.7              | 15.9              | 10.6              | 11.8              | 9.3              | 7.5               | 8.4              | 6.6              | 4.6               | 5.0              | 4.1              |
| Jamaica                         | 6  | 3.9   | 5.1               | 2.6               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Mexico                          | 6  | 7.3   | 8.5               | 6.0               | 7.2               | 8.5               | 5.8              | 4.9               | 6.0              | 3.7              | 4.1               | 5.2              | 3.1              |
| Montserrat                      | 7  | 12.3  | ...               | ...               | 1.4               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Netherlands Antilles            | 6  | 18.9 <sup>x</sup>                                     | ...               | ...               | ...               | ...               | ...              | ...               | ...              | ...              | ...               | ...              | ...              |
| Nicaragua                       | 6  | 17.8  | 19.1              | 16.3              | 10.5              | 11.6              | 9.2              | 8.7               | 10.1             | 7.3              | 6.3               | 7.3              | 5.3              |
| Panama                          | 6  | 9.2   | 10.4              | 7.9               | 8.1               | 9.3               | 6.8              | 6.2               | 7.3              | 5.0              | 4.3               | 5.2              | 3.3              |
| Paraguay                        | 6  | 12.6 <sup>y</sup>                                     | 14.2 <sup>y</sup> | 10.8 <sup>y</sup> | 9.0 <sup>y</sup>  | 10.7 <sup>y</sup> | 7.2 <sup>y</sup> | 6.6 <sup>y</sup>  | 7.8 <sup>y</sup> | 5.2 <sup>y</sup> | 4.8 <sup>y</sup>  | 5.9 <sup>y</sup> | 3.6 <sup>y</sup> |
| Peru                            | 6  | 5.5   | 5.7               | 5.3               | 14.4              | 14.7              | 14.1             | 11.7              | 12.0             | 11.5             | 8.5               | 8.8              | 8.2              |

Table 6

| REPETITION RATES BY GRADE IN PRIMARY EDUCATION<br>[%] |                  |                  |                  |                  |                  |       | REPEATERS, ALL GRADES<br>[%] |        |                   |                   |                  |                        | Country or territory |
|---|------------------|------------------|------------------|------------------|------------------|-------|------------------------------|--------|-------------------|-------------------|------------------|------------------------|----------------------|
| School year ending in 2004                            |                  |                  |                  |                  |                  |       | School year ending in        |        |                   |                   |                  |                        |                      |
| Grade 5   |                  |                  | Grade 6          |                  |                  | 1999  |                              |        | 2005              |                   |                  |                        |                      |
| Total   | Male             | Female           | Total            | Male             | Female           | Total | Male                         | Female | Total             | Male              | Female           |                        |                      |
| ...   | ...              | ...              | .                | .                | .                | ...   | ...                          | ...    | ...               | ...               | ...              | DPR Korea              |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | 2.2               | 2.7               | 1.5              | Fiji                   |                      |
| 2.4   | 3.0              | 1.9              | 0.2              | 0.2              | 0.1              | ...   | ...                          | ...    | 4.6               | 5.5               | 3.6              | Indonesia              |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | ...               | ...               | ...              | Japan                  |                      |
| .   | .                | .                | .                | .                | .                | ...   | .                            | .      | .                 | .                 | .                | Kiribati               |                      |
| 4.9   | 6.1              | 3.5              | .                | .                | .                | 20.9  | 22.4                         | 19.1   | 19.2              | 20.3              | 17.9             | Lao PDR                |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 6.3   | 7.3                          | 5.1    | 6.1               | 7.8               | 4.1              | Macao, China           |                      |
| .Y  | .Y               | .Y               | .Y               | .Y               | .Y               | .     | .                            | .      | .2                | .2                | .2               | Malaysia               |                      |
| .X  | .X               | .X               | .X               | .X               | .X               | .     | .                            | .      | .                 | .                 | .                | Marshall Islands       |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | ...               | ...               | ...              | Micronesia             |                      |
| 0.1   | 0.1              | 0.1              | .                | .                | .                | 1.7   | 1.7                          | 1.7    | 0.3               | 0.3               | 0.3              | Myanmar                |                      |
| —X  | —X               | —X               | —X               | —X               | —X               | ...   | ...                          | ...    | —2                | —2                | —2               | Nauru                  |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | ...               | ...               | ...              | New Zealand            |                      |
| .   | .                | .                | .                | .                | .                | .     | .                            | .      | .2                | .2                | .2               | Niue                   |                      |
| ...   | ...              | ...              | .                | .                | .                | —     | —                            | —      | 4.7               | ...               | ...              | Palau                  |                      |
| —X  | —X               | —X               | —X               | —X               | —X               | —     | —                            | —      | —Y                | —Y                | —Y               | Papua New Guinea       |                      |
| 1.0   | 1.5              | 0.6              | 0.5              | 0.7              | 0.3              | 1.9   | 2.4                          | 1.4    | 2.2               | 2.9               | 1.6              | Philippines            |                      |
| 0.0   | 0.0              | 0.0              | 0.0              | 0.0              | 0.0              | —     | —                            | —      | 0.00              | 0.00              | 0.00             | Republic of Korea      |                      |
| ...   | ...              | ...              | 0.3 <sup>Y</sup> | 0.4 <sup>Y</sup> | 0.1 <sup>Y</sup> | 1.0   | 1.1                          | 0.9    | 0.9 <sup>Z</sup>  | 1.1 <sup>Z</sup>  | 0.7 <sup>Z</sup> | Samoa                  |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | ...               | ...               | ...              | Singapore              |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | ...               | ...               | ...              | Solomon Islands        |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 3.5   | 3.4                          | 3.5    | ...               | ...               | ...              | Thailand               |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | ...               | ...               | ...              | Timor-Leste            |                      |
| .Y  | .Y               | .Y               | .Y               | .Y               | .Y               | ...   | ...                          | ...    | .2                | .2                | .2               | Tokelau                |                      |
| .   | .                | .                | ...              | ...              | ...              | 8.8   | 8.5                          | 9.2    | ...               | ...               | ...              | Tonga                  |                      |
| .   | .                | .                | .                | .                | .                | .     | .                            | .      | .2                | .2                | .2               | Tuvalu                 |                      |
| 8.2   | ...              | ...              | 13.8             | ...              | ...              | 10.6  | 11.1                         | 9.9    | 10.7              | ...               | ...              | Vanuatu                |                      |
| 0.2 <sup>X</sup>                                      | 0.2 <sup>X</sup> | 0.2 <sup>X</sup> | .                | .                | .                | 3.8   | 4.2                          | 3.2    | 1.0               | ...               | ...              | Viet Nam               |                      |
| Latin America and the Caribbean                       |                  |                  |                  |                  |                  |       |                              |        |                   |                   |                  |                        |                      |
| —   | ...              | ...              | 0.5              | ...              | ...              | 0.3   | 0.4                          | 0.3    | 0.3               | 0.6               | 0.1              | Anguilla               |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | ...               | ...               | ...              | Antigua and Barbuda    |                      |
| 5.2 <sup>Y</sup>                                      | 6.3 <sup>Y</sup> | 4.0 <sup>Y</sup> | 4.4 <sup>Y</sup> | 5.4 <sup>Y</sup> | 3.3 <sup>Y</sup> | 6.1   | 7.1                          | 5.0    | 6.5 <sup>Z</sup>  | 7.7 <sup>Z</sup>  | 5.2 <sup>Z</sup> | Argentina              |                      |
| 10.4  | 10.9             | 9.9              | 4.0              | 4.7              | 3.1              | 7.7   | 9.5                          | 5.9    | 9.3               | 10.6              | 7.9              | Aruba                  |                      |
| —   | —                | —                | —                | —                | —                | .     | .                            | .      | —                 | —                 | —                | Bahamas                |                      |
| .   | .                | .                | .                | .                | .                | .     | .                            | .      | .                 | .                 | .                | Barbados               |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 9.7   | 10.8                         | 8.4    | 11.6              | 12.9              | 10.1             | Belize                 |                      |
| .   | .                | .                | .                | .                | .                | ...   | ...                          | ...    | .                 | .                 | .                | Bermuda                |                      |
| 1.4 <sup>Y</sup>                                      | 1.6 <sup>Y</sup> | 1.3 <sup>Y</sup> | 2.9 <sup>Y</sup> | 3.3 <sup>Y</sup> | 2.5 <sup>Y</sup> | 2.4   | 2.6                          | 2.3    | 1.6 <sup>Z</sup>  | 1.7 <sup>Z</sup>  | 1.5 <sup>Z</sup> | Bolivia                |                      |
| .   | .                | .                | .                | .                | .                | 24.0  | 24.0                         | 24.0   | 21.2 <sup>Z</sup> | ...               | ...              | Brazil                 |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 3.8   | 4.1                          | 3.6    | 6.8               | 8.5               | 4.9              | British Virgin Islands |                      |
| —   | ...              | ...              | —                | ...              | ...              | 0.2   | 0.2                          | 0.1    | 0.2               | 0.4               | 0.1              | Cayman Islands         |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 2.4   | 2.9                          | 1.9    | 2.2               | 2.7               | 1.7              | Chile                  |                      |
| 2.1   | 2.5              | 1.8              | ...              | ...              | ...              | 5.2   | 5.8                          | 4.6    | 4.1               | 4.6               | 3.6              | Colombia               |                      |
| 5.9   | 7.0              | 4.8              | 0.6              | 0.7              | 0.6              | 9.2   | 10.4                         | 7.9    | 7.2               | 8.3               | 6.0              | Costa Rica             |                      |
| 0.4   | 0.6              | 0.2              | 0.1              | 0.2              | 0.1              | 1.9   | 2.6                          | 1.1    | 0.5               | 0.7               | 0.3              | Cuba                   |                      |
| 2.5   | 3.3              | 1.7              | 1.8              | ...              | ...              | 3.6   | 3.8                          | 3.5    | 3.5               | 4.6               | 2.3              | Dominica               |                      |
| 7.6   | ...              | ...              | 5.9              | ...              | ...              | 4.1   | 4.5                          | 3.7    | 8.1               | 9.9               | 6.2              | Dominican Republic     |                      |
| 0.9 <sup>Y</sup>                                      | 1.0 <sup>Y</sup> | 0.8 <sup>Y</sup> | 0.5 <sup>Y</sup> | 0.6 <sup>Y</sup> | 0.4 <sup>Y</sup> | 2.7   | 3.0                          | 2.4    | 2.0 <sup>Z</sup>  | 2.3 <sup>Z</sup>  | 1.8 <sup>Z</sup> | Ecuador                |                      |
| 3.7   | 4.5              | 2.7              | 3.4              | 4.1              | 2.6              | 7.1   | 7.7                          | 6.4    | 6.4               | 7.4               | 5.3              | El Salvador            |                      |
| 1.4 <sup>X</sup>                                      | ...              | ...              | 2.1 <sup>X</sup> | ...              | ...              | ...   | ...                          | ...    | 3.4               | 4.1               | 2.8              | Grenada                |                      |
| 4.7   | 5.3              | 4.1              | 1.5              | 1.7              | 1.4              | 14.9  | 15.8                         | 13.8   | 12.5              | 13.3              | 11.6             | Guatemala              |                      |
| ...   | ...              | ...              | 0.8              | 0.9              | 0.6              | 3.1   | 3.6                          | 2.5    | 0.9               | 1.1               | 0.8              | Guyana                 |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | ...               | ...               | ...              | Haiti                  |                      |
| 2.7   | 3.3              | 2.2              | 0.9              | 1.1              | 0.7              | ...   | ...                          | ...    | 8.5               | 9.4               | 7.5              | Honduras               |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | ...   | ...                          | ...    | 2.8               | 3.3               | 2.3              | Jamaica                |                      |
| 2.9   | 3.7              | 2.0              | 0.7              | 0.8              | 0.5              | 6.6   | 7.6                          | 5.5    | 4.6               | 5.6               | 3.6              | Mexico                 |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 0.8   | 1.4                          | —      | 6.7               | 6.9               | 6.4              | Montserrat             |                      |
| ...   | ...              | ...              | ...              | ...              | ...              | 12.0  | 14.5                         | 9.3    | 12.6 <sup>Y</sup> | 15.5 <sup>Y</sup> | 9.6 <sup>Y</sup> | Netherlands Antilles   |                      |
| 4.7   | 5.6              | 3.8              | 2.7              | 3.3              | 2.2              | 4.7   | 5.3                          | 4.1    | 9.9               | 11.1              | 8.6              | Nicaragua              |                      |
| 2.8   | 3.6              | 2.0              | 1.1              | 1.4              | 0.8              | 6.4   | 7.4                          | 5.2    | 5.6               | 6.6               | 4.6              | Panama                 |                      |
| 2.9 <sup>Y</sup>                                      | 3.7 <sup>Y</sup> | 2.1 <sup>Y</sup> | 1.4 <sup>Y</sup> | 1.8 <sup>Y</sup> | 0.9 <sup>Y</sup> | 7.8   | 8.8                          | 6.7    | 6.7 <sup>Z</sup>  | 7.9 <sup>Z</sup>  | 5.4 <sup>Z</sup> | Paraguay               |                      |
| 7.1   | 7.5              | 6.8              | 3.7              | 3.8              | 3.5              | 10.2  | 10.5                         | 9.9    | 8.9               | 9.2               | 8.7              | Peru                   |                      |

Table 6 (continued)

| Country or territory             | Duration <sup>1</sup><br>of primary<br>education | REPETITION RATES BY GRADE IN PRIMARY EDUCATION<br>[%] |                   |                   |                  |                   |                  |                  |                  |                  |                  |                  |                  |
|----------------------------------|--|---|-------------------|-------------------|------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|                                  |  | School year ending in 2004                            |                   |                   |                  |                   |                  |                  |                  |                  |                  |                  |                  |
|                                  |  | Grade 1   |                   |                   | Grade 2          |                   |                  | Grade 3          |                  |                  | Grade 4          |                  |                  |
|                                  | 2005   | Total   | Male              | Female            | Total            | Male              | Female           | Total            | Male             | Female           | Total            | Male             | Female           |
| Saint Kitts and Nevis            | 7  | .   | .                 | .                 | .                | .                 | .                | .                | .                | .                | .                | .                | .                |
| Saint Lucia                      | 7  | 6.7   | 7.2               | 6.0               | 2.1              | 2.2               | 1.9              | 1.2              | 1.6              | 0.8              | 1.0              | 0.8              | 1.3              |
| St Vincent/Grenad.               | 7  | 5.0   | 6.3               | 3.7               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Suriname                         | 6  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Trinidad and Tobago              | 7  | 10.8*   | 12.8*             | 8.6*              | 3.5*             | 2.7*              | 4.3*             | 4.1*             | 5.1*             | 3.0*             | 4.1*             | 4.9*             | 3.2*             |
| Turks and Caicos Islands         | 6  | 0.9 <sup>y</sup>                                      | 1.8 <sup>y</sup>  | — <sup>y</sup>    | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Uruguay                          | 6  | 14.8 <sup>y</sup>                                     | 17.1 <sup>y</sup> | 12.3 <sup>y</sup> | 9.4 <sup>y</sup> | 10.8 <sup>y</sup> | 8.0 <sup>y</sup> | 7.1 <sup>y</sup> | 8.5 <sup>y</sup> | 5.6 <sup>y</sup> | 5.6 <sup>y</sup> | 6.9 <sup>y</sup> | 4.4 <sup>y</sup> |
| Venezuela                        | 6  | 10.9  | 12.8              | 8.8               | 8.4              | 10.2              | 6.5              | 8.1              | 10.1             | 6.0              | 5.9              | 7.4              | 4.3              |
| North America and Western Europe |  |   |                   |                   |                  |                   |                  |                  |                  |                  |                  |                  |                  |
| Andorra                          | 6  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Austria                          | 4  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Belgium                          | 6  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Canada                           | 6  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Cyprus                           | 6  | 1.3   | 1.5               | 1.2               | 0.1              | 0.1               | 0.1              | 0.01             | —                | 0.0              | 0.01             | —                | 0.02             |
| Denmark                          | 6  | .   | .                 | .                 | .                | .                 | .                | .                | .                | .                | .                | .                | .                |
| Finland                          | 6  | 0.9   | 1.2               | 0.5               | 0.9              | 1.2               | 0.6              | 0.3              | 0.4              | 0.3              | 0.2              | 0.3              | 0.1              |
| France                           | 5  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Germany                          | 4  | 1.4   | 1.5               | 1.3               | 1.9              | 1.9               | 1.8              | 1.4              | 1.5              | 1.3              | 0.8              | 0.9              | 0.7              |
| Greece                           | 6  | 1.6   | 1.8               | 1.3               | 0.6              | 0.7               | 0.5              | 0.3              | 0.4              | 0.3              | 0.3              | 0.4              | 0.3              |
| Iceland                          | 7  | — <sup>y</sup>  | — <sup>y</sup>    | — <sup>y</sup>    | — <sup>y</sup>   | — <sup>y</sup>    | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   |
| Ireland                          | 8  | 2.5 <sup>y</sup>                                      | 2.8 <sup>y</sup>  | 2.1 <sup>y</sup>  | 1.6 <sup>y</sup> | 1.8 <sup>y</sup>  | 1.3 <sup>y</sup> | 0.9 <sup>y</sup> | 1.0 <sup>y</sup> | 0.8 <sup>y</sup> | 0.6 <sup>y</sup> | 0.6 <sup>y</sup> | 0.5 <sup>y</sup> |
| Israel                           | 6  | 2.3   | 3.3               | 1.3               | 1.0              | 1.4               | 0.6              | 1.2              | 1.7              | 0.6              | 1.2              | 1.6              | 0.7              |
| Italy                            | 5  | 0.4   | 0.5               | 0.2               | 0.2              | 0.3               | 0.2              | 0.2              | 0.2              | 0.1              | 0.1              | 0.2              | 0.1              |
| Luxembourg                       | 6  | 4.5   | 4.8               | 4.2               | 5.4              | 5.7               | 5.1              | 6.1              | 6.7              | 5.5              | ...              | ...              | ...              |
| Malta                            | 6  | 0.8   | 0.8               | 0.8               | 0.8              | 0.9               | 0.6              | ...              | ...              | ...              | ...              | ...              | ...              |
| Monaco                           | 5  | — <sup>y</sup>  | ...               | ...               | — <sup>y</sup>   | ...               | ...              | — <sup>y</sup>   | ...              | ...              | — <sup>y</sup>   | ...              | ...              |
| Netherlands                      | 6  | . <sup>y</sup>  | . <sup>y</sup>    | . <sup>y</sup>    | . <sup>y</sup>   | . <sup>y</sup>    | . <sup>y</sup>   | . <sup>y</sup>   | . <sup>y</sup>   | . <sup>y</sup>   | . <sup>y</sup>   | . <sup>y</sup>   | . <sup>y</sup>   |
| Norway                           | 7  | .   | .                 | .                 | .                | .                 | .                | .                | .                | .                | .                | .                | .                |
| Portugal                         | 6  | —   | —                 | —                 | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| San Marino                       | 5  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Spain                            | 6  | —   | —                 | —                 | 3.4              | 3.9               | 2.9              | —                | —                | —                | 3.8              | 4.4              | 3.2              |
| Sweden                           | 6  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Switzerland                      | 6  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| United Kingdom                   | 6  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| United States                    | 6  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| South and West Asia              |  |   |                   |                   |                  |                   |                  |                  |                  |                  |                  |                  |                  |
| Afghanistan                      | 6  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Bangladesh                       | 5  | 7.1 <sup>y</sup>                                      | 6.8 <sup>y</sup>  | 7.4 <sup>y</sup>  | 6.7 <sup>y</sup> | 6.6 <sup>y</sup>  | 6.7 <sup>y</sup> | 9.2 <sup>y</sup> | 9.4 <sup>y</sup> | 8.9 <sup>y</sup> | 7.7 <sup>y</sup> | 8.2 <sup>y</sup> | 7.3 <sup>y</sup> |
| Bhutan                           | 7  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| India                            | 5  | 4.0   | 3.9               | 4.0               | 2.9              | 2.9               | 2.9              | 4.1              | 4.1              | 4.2              | ...              | ...              | ...              |
| Iran, Islamic Republic of        | 5  | 4.1   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Maldives                         | 7  | 0.6   | 0.9               | 0.2               | 0.4              | 0.4               | 0.3              | 0.6              | 0.6              | 0.5              | 0.8              | 1.0              | 0.7              |
| Nepal                            | 5  | <b>37.0</b>   | <b>36.8</b>       | <b>37.3</b>       | <b>19.3</b>      | <b>18.5</b>       | <b>20.1</b>      | <b>15.0</b>      | <b>15.0</b>      | <b>15.1</b>      | <b>15.9</b>      | <b>15.9</b>      | <b>16.0</b>      |
| Pakistan                         | 5  | 3.7   | 4.0               | 3.2               | 3.0              | 3.2               | 2.8              | 2.8              | 2.9              | 2.6              | 2.8              | 2.9              | 2.6              |
| Sri Lanka                        | 5  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Sub-Saharan Africa               |  |   |                   |                   |                  |                   |                  |                  |                  |                  |                  |                  |                  |
| Angola                           | 4  | ...   | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Benin                            | 6  | 7.5   | 7.6               | 7.3               | 14.6             | 14.6              | 14.7             | 18.4             | 17.9             | 18.9             | 21.3             | 20.5             | 22.3             |
| Botswana                         | 7  | 7.6   | 7.5               | 7.7               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Burkina Faso                     | 6  | 6.4   | 6.7               | 6.1               | 10.0             | 10.1              | 9.8              | 12.7             | 13.0             | 12.2             | 13.8             | 13.9             | 13.7             |
| Burundi                          | 6  | 30.8  | 30.8              | 30.8              | 30.6             | 30.7              | 30.6             | 29.0             | 28.8             | 29.4             | 28.0             | 27.7             | 28.3             |
| Cameroon                         | 6  | 29.8  | 30.5              | 28.9              | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Cape Verde                       | 6  | 1.5   | ...               | ...               | 24.9             | ...               | ...              | 11.4             | ...              | ...              | 20.2             | ...              | ...              |
| Central African Republic         | 6  | 27.2  | 27.3              | 27.2              | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Chad                             | 6  | 23.2  | 22.8              | 23.7              | 21.9             | 21.2              | 22.7             | 21.5             | 19.5             | 24.7             | 21.3             | 20.3             | 22.8             |
| Comoros                          | 6  | 33.3  | 35.0              | 31.2              | 28.9             | 27.5              | 30.4             | 28.5             | 30.4             | 26.2             | 24.1             | 26.0             | 21.9             |
| Congo                            | 6  | 27.7  | ...               | ...               | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Côte d'Ivoire                    | 6  | 13.3 <sup>x</sup>                                     | 14.0 <sup>x</sup> | 12.5 <sup>x</sup> | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Democratic Rep. of the Congo     | 6  | 18.5 <sup>x</sup>                                     | 18.8 <sup>x</sup> | 18.1 <sup>x</sup> | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |
| Equatorial Guinea                | 5  | 35.3 <sup>x</sup>                                     | 30.6 <sup>x</sup> | 40.2 <sup>x</sup> | ...              | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              |



Table 6

| REPETITION RATES BY GRADE IN PRIMARY EDUCATION<br>[%] |                   |                   |                   |                   |                   |       | REPEATERS, ALL GRADES<br>[%] |        |                     |                     |                     |                              | Country or territory |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------|------------------------------|--------|---------------------|---------------------|---------------------|------------------------------|----------------------|
| School year ending in 2004                            |                   |                   |                   |                   |                   |       | School year ending in        |        |                     |                     |                     |                              |                      |
| Grade 5   |                   |                   | Grade 6           |                   |                   | 1999  |                              |        | 2005                |                     |                     |                              |                      |
| Total   | Male              | Female            | Total             | Male              | Female            | Total | Male                         | Female | Total               | Male                | Female              |                              |                      |
| .   | .                 | .                 | .                 | .                 | .                 | .     | .                            | .      | .                   | .                   | .                   | Saint Kitts and Nevis        |                      |
| 1.5   | 1.7               | 1.4               | 1.4               | 1.2               | 1.5               | 2.4   | 2.8                          | 2.0    | 2.7                 | 2.9                 | 2.6                 | Saint Lucia                  |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | 4.1                 | 5.0                 | 3.0                 | St Vincent/Grenad.           |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | 20.3                | 22.3                | 18.1                | Suriname                     |                      |
| 4.2*  | 5.0*              | 3.3*              | 5.2*              | 6.5*              | 4.0*              | 4.7   | 4.9                          | 4.4    | 5.2*                | 6.0*                | 4.4*                | Trinidad and Tobago          |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | 2.9                 | 3.2                 | 2.6                 | Turks and Caicos Islands     |                      |
| 4.2 <sup>y</sup>                                      | 5.3 <sup>y</sup>  | 3.0 <sup>y</sup>  | 2.1 <sup>y</sup>  | 2.5 <sup>y</sup>  | 1.7 <sup>y</sup>  | 7.9   | 9.3                          | 6.5    | 7.5 <sup>z</sup>    | 8.8 <sup>z</sup>    | 6.0 <sup>z</sup>    | Uruguay                      |                      |
| 4.1   | 5.2               | 3.0               | 1.8               | 2.2               | 1.3               | 7.0   | 8.5                          | 5.5    | 6.8                 | 8.3                 | 5.1                 | Venezuela                    |                      |
| North America and Western Europe                      |                   |                   |                   |                   |                   |       |                              |        |                     |                     |                     |                              |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | — <sup>z</sup>      | — <sup>z</sup>      | — <sup>z</sup>      | Andorra                      |                      |
| .   | .                 | .                 | .                 | .                 | .                 | 1.5   | 1.8                          | 1.3    | ...                 | ...                 | ...                 | Austria                      |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | ...                 | ...                 | ...                 | Belgium                      |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | ...                 | ...                 | ...                 | Canada                       |                      |
| 0.03  | 0.05              | —                 | 0.0               | 0.0               | 0.0               | 0.4   | 0.5                          | 0.3    | 0.2                 | 0.3                 | 0.2                 | Cyprus                       |                      |
| .   | .                 | .                 | .                 | .                 | .                 | .     | .                            | .      | .                   | .                   | .                   | Denmark                      |                      |
| 0.2   | 0.3               | 0.1               | 0.2               | 0.3               | 0.1               | 0.4   | 0.6                          | 0.3    | 0.5                 | 0.6                 | 0.3                 | Finland                      |                      |
| ...   | ...               | ...               | .                 | .                 | .                 | 4.2   | 4.2                          | 4.2    | ...                 | ...                 | ...                 | France                       |                      |
| .   | .                 | .                 | .                 | .                 | .                 | 1.7   | 1.9                          | 1.5    | 1.4                 | 1.5                 | 1.3                 | Germany                      |                      |
| 0.3   | 0.3               | 0.3               | 0.3               | 0.3               | 0.3               | —     | —                            | —      | 0.6                 | 0.7                 | 0.5                 | Greece                       |                      |
| — <sup>y</sup>  | — <sup>y</sup>    | — <sup>y</sup>    | — <sup>y</sup>    | — <sup>y</sup>    | — <sup>y</sup>    | —     | —                            | —      | — <sup>z</sup>      | — <sup>z</sup>      | — <sup>z</sup>      | Iceland                      |                      |
| 0.7 <sup>y</sup>                                      | 0.6 <sup>y</sup>  | 0.7 <sup>y</sup>  | 0.6 <sup>y</sup>  | 0.6 <sup>y</sup>  | 0.6 <sup>y</sup>  | 1.8   | 2.1                          | 1.6    | 0.9                 | 0.9                 | 0.8                 | Ireland                      |                      |
| 1.4   | 1.9               | 0.9               | 1.1               | 1.5               | 0.7               | ...   | ...                          | ...    | 1.6                 | 2.2                 | 1.0                 | Israel                       |                      |
| 0.3   | 0.3               | 0.2               | .                 | .                 | .                 | 0.4   | 0.5                          | 0.3    | 0.2                 | 0.3                 | 0.2                 | Italy                        |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | 4.4                 | 4.9                 | 3.9                 | Luxembourg                   |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 2.1   | 2.4                          | 1.8    | 2.6                 | 2.9                 | 2.2                 | Malta                        |                      |
| — <sup>y</sup>  | ...               | ...               | .                 | .                 | .                 | —     | —                            | —      | — <sup>z</sup>      | ...                 | ...                 | Monaco                       |                      |
| . <sup>y</sup>  | . <sup>y</sup>    | . <sup>y</sup>    | . <sup>y</sup>    | . <sup>y</sup>    | . <sup>y</sup>    | .     | .                            | .      | . <sup>z</sup>      | . <sup>z</sup>      | . <sup>z</sup>      | Netherlands                  |                      |
| .   | .                 | .                 | .                 | .                 | .                 | .     | .                            | .      | .                   | .                   | .                   | Norway                       |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | 10.2                | ...                 | ...                 | Portugal                     |                      |
| ...   | ...               | ...               | .                 | .                 | .                 | ...   | ...                          | ...    | — <sup>z</sup>      | ...                 | ...                 | San Marino                   |                      |
| —   | —                 | —                 | 5.8               | 6.9               | 4.7               | ...   | ...                          | ...    | 2.3                 | 2.6                 | 1.9                 | Spain                        |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | ...                 | ...                 | ...                 | Sweden                       |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 1.8   | 1.9                          | 1.6    | 1.6                 | 1.8                 | 1.5                 | Switzerland                  |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | —     | —                            | —      | —                   | —                   | —                   | United Kingdom               |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | ...                 | ...                 | ...                 | United States                |                      |
| South and West Asia                                   |                   |                   |                   |                   |                   |       |                              |        |                     |                     |                     |                              |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | ...                 | ...                 | ...                 | Afghanistan                  |                      |
| 5.1 <sup>y</sup>                                      | 5.5 <sup>y</sup>  | 4.7 <sup>y</sup>  | .                 | .                 | .                 | 6.5   | 6.8                          | 6.2    | 7.0 <sup>z</sup>    | 7.2 <sup>z</sup>    | 6.9 <sup>z</sup>    | Bangladesh                   |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 12.1  | 12.5                         | 11.7   | 9.6                 | 10.4                | 8.8                 | Bhutan                       |                      |
| ...   | ...               | ...               | .                 | .                 | .                 | 4.0   | 4.0                          | 4.1    | 3.4                 | 3.4                 | 3.4                 | India                        |                      |
| ...   | ...               | ...               | .                 | .                 | .                 | ...   | ...                          | ...    | 2.0                 | 2.8                 | 1.4                 | Iran, Islamic Republic of    |                      |
| 1.6   | 2.3               | 0.9               | ...               | ...               | ...               | 8.4   | 7.6                          | 9.2    | 5.2                 | 5.8                 | 4.5                 | Maldives                     |                      |
| 12.0  | 11.8              | 12.3              | .                 | .                 | .                 | 22.9  | 22.2                         | 23.8   | 20.6                | 20.8                | 20.4                | Nepal                        |                      |
| 4.0   | 4.5               | 3.2               | .                 | .                 | .                 | ...   | ...                          | ...    | 3.1                 | 3.3                 | 2.7                 | Pakistan                     |                      |
| ...   | ...               | ...               | .                 | .                 | .                 | ...   | ...                          | ...    | ...                 | ...                 | ...                 | Sri Lanka                    |                      |
| Sub-Saharan Africa                                    |                   |                   |                   |                   |                   |       |                              |        |                     |                     |                     |                              |                      |
| ...   | ...               | ...               | .                 | .                 | .                 | 29.0  | 29.0                         | 29.0   | ...                 | ...                 | ...                 | Angola                       |                      |
| 21.9  | 20.6              | 23.7              | 24.6              | 23.6              | 26.3              | ...   | ...                          | ...    | 16.8                | 16.7                | 16.9                | Benin                        |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 3.3   | 3.9                          | 2.7    | 4.8                 | 5.2                 | 4.3                 | Botswana                     |                      |
| 14.7  | 14.0              | 15.7              | 31.2              | 30.3              | 32.3              | 17.7  | 17.5                         | 18.0   | 11.9                | 12.1                | 11.7                | Burkina Faso                 |                      |
| 38.6  | 37.1              | 40.7              | 43.7              | 41.8              | 46.1              | 20.3  | 20.3                         | 20.4   | 30.4                | 30.4                | 30.4                | Burundi                      |                      |
| ...   | ...               | ...               | 21.8              | 22.5              | 20.9              | 26.7  | 26.8                         | 26.5   | 25.8*               | 26.2*               | 25.3*               | Cameroon                     |                      |
| 10.0  | ...               | ...               | 15.4              | ...               | ...               | 11.6  | 12.8                         | 10.3   | 15.4                | 18.0                | 12.7                | Cape Verde                   |                      |
| ...   | ...               | ...               | 36.6              | 37.7              | 34.5              | ...   | ...                          | ...    | 30.5                | 30.3                | 30.8                | Central African Republic     |                      |
| 22.6  | 21.1              | 25.1              | 23.2              | 22.9              | 23.9              | 25.9  | 25.7                         | 26.3   | 22.5                | 21.8                | 23.5                | Chad                         |                      |
| 22.7  | 23.6              | 21.7              | 26.2              | 27.9              | 24.3              | 26.0  | 26.4                         | 25.5   | 27.1                | 28.2                | 25.9                | Comoros                      |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 39.1  | 40.0                         | 38.2   | 23.9                | 24.7                | 23.1                | Congo                        |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 23.7  | 22.8                         | 24.9   | 17.6*. <sup>y</sup> | 17.5*. <sup>y</sup> | 17.7*. <sup>y</sup> | Côte d'Ivoire                |                      |
| ...   | ...               | ...               | 11.8 <sup>x</sup> | 11.3 <sup>x</sup> | 12.4 <sup>x</sup> | ...   | ...                          | ...    | 16.3 <sup>y</sup>   | 16.0 <sup>y</sup>   | 16.7 <sup>y</sup>   | Democratic Rep. of the Congo |                      |
| 29.9 <sup>x</sup>                                     | 31.4 <sup>x</sup> | 28.3 <sup>x</sup> | .                 | .                 | .                 | 11.8  | 9.3                          | 14.9   | 25.6                | 25.5                | 25.6                | Equatorial Guinea            |                      |

Table 6 (continued)

| Country or territory        | Duration <sup>1</sup><br>of primary<br>education | REPETITION RATES BY GRADE IN PRIMARY EDUCATION<br>[%] |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |
|-----------------------------|--|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|                             |  | School year ending in 2004                            |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |
|                             |  | Grade 1   |                         |                         | Grade 2                 |                         |                         | Grade 3                 |                         |                         | Grade 4                 |                         |                         |
|                             | 2005   | Total   | Male                    | Female                  | Total                   | Male                    | Female                  | Total                   | Male                    | Female                  | Total                   | Male                    | Female                  |
| Eritrea                     | 5  | 20.5  | 20.7                    | 20.2                    | 12.1                    | 12.3                    | 11.8                    | 10.8                    | 10.7                    | 10.8                    | 11.2                    | 11.4                    | 10.9                    |
| Ethiopia                    | 4  | <b>5.9</b>  | <b>6.4</b>              | <b>5.3</b>              | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| Gabon                       | 6  | <i>48.1<sup>x</sup></i>                               | <i>49.1<sup>x</sup></i> | <i>47.0<sup>x</sup></i> | <i>33.2<sup>x</sup></i> | <i>33.7<sup>x</sup></i> | <i>32.6<sup>x</sup></i> | <i>37.0<sup>x</sup></i> | <i>38.3<sup>x</sup></i> | <i>35.6<sup>x</sup></i> | <i>24.8<sup>x</sup></i> | <i>25.1<sup>x</sup></i> | <i>24.5<sup>x</sup></i> |
| Gambia                      | 6  | <i>7.1<sup>x</sup></i>                                | <i>7.5<sup>x</sup></i>  | <i>6.7<sup>x</sup></i>  | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| Ghana                       | 6  | 9.7   | 10.1                    | 9.3                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| Guinea                      | 6  | 2.8   | 2.8                     | 2.8                     | 11.6                    | 11.1                    | 12.2                    | 4.5                     | 4.1                     | 4.9                     | 12.3                    | 11.6                    | 13.2                    |
| Guinea-Bissau               | 6  | ...   | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| Kenya                       | 6  | <i>6.2</i>  | <i>6.4</i>              | <i>5.9</i>              | <i>5.8</i>              | <i>6.0</i>              | <i>5.6</i>              | <i>6.1</i>              | <i>6.4</i>              | <i>5.8</i>              | <i>6.2</i>              | <i>6.5</i>              | <i>5.9</i>              |
| Lesotho                     | 7  | 28.3  | ...                     | ...                     | 14.5                    | ...                     | ...                     | 21.1                    | ...                     | ...                     | 19.9                    | ...                     | ...                     |
| Liberia                     | 6  | ...   | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| Madagascar                  | 5  | 12.3  | 12.6                    | 12.1                    | 27.8                    | 29.1                    | 26.4                    | 29.7                    | 30.7                    | 28.8                    | 9.4                     | 9.6                     | 9.2                     |
| Malawi                      | 6  | 24.7  | 25.7                    | 23.8                    | 20.9                    | 20.5                    | 21.2                    | 21.7                    | 22.7                    | 20.8                    | 16.6                    | 17.0                    | 16.1                    |
| Mali                        | 6  | 13.3  | 13.2                    | 13.5                    | 13.0                    | 12.7                    | 13.3                    | 19.1                    | 18.9                    | 19.4                    | 22.7                    | 21.9                    | 23.8                    |
| Mauritius                   | 6  | .   | .                       | .                       | .                       | .                       | .                       | .                       | .                       | .                       | .                       | .                       | .                       |
| Mozambique                  | 7  | 7.8   | 8.0                     | 7.6                     | 17.2                    | 17.5                    | 16.9                    | 7.4                     | 7.5                     | 7.2                     | 16.6                    | 16.4                    | 16.8                    |
| Namibia                     | 7  | 16.1  | 18.3                    | 13.8                    | 13.5                    | 16.0                    | 11.0                    | 12.0                    | 14.4                    | 9.6                     | 14.1                    | 16.9                    | 11.3                    |
| Niger                       | 6  | 0.6   | 0.6                     | 0.6                     | 3.5                     | 3.4                     | 3.6                     | 4.5                     | 4.2                     | 4.9                     | 6.2                     | 5.9                     | 6.6                     |
| Nigeria                     | 6  | 1.2   | 1.3                     | 1.2                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| Rwanda                      | 6  | <i>19.1</i>   | <i>19.2</i>             | <i>18.9</i>             | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| Sao Tome and Principe       | 6  | 29.2  | 30.0                    | 28.3                    | 25.7                    | 27.2                    | 23.9                    | 23.6                    | 25.5                    | 21.5                    | 17.0                    | 17.3                    | 16.7                    |
| Senegal                     | 6  | 8.1   | 8.2                     | 8.0                     | 10.3                    | 10.3                    | 10.2                    | 11.0                    | 11.1                    | 11.0                    | 12.2                    | 12.0                    | 12.3                    |
| Seychelles                  | 6  | .y  | .y                      | .y                      | .y                      | .y                      | .y                      | .y                      | .y                      | .y                      | .y                      | .y                      | .y                      |
| Sierra Leone                | 6  | ...   | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| Somalia                     | 7  | ...   | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| South Africa                | 7  | 10.2y   | 10.7y                   | 9.6y                    | 8.0y                    | 8.6y                    | 7.4y                    | 9.1y                    | 9.8y                    | 8.3y                    | 9.5y                    | 9.9y                    | 8.9y                    |
| Swaziland                   | 7  | 19.9y   | 22.5y                   | 17.0y                   | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| Togo                        | 6  | 27.8  | 28.1                    | 27.5                    | 23.5                    | 23.6                    | 23.3                    | 25.0                    | 24.6                    | 25.5                    | 21.0                    | 20.2                    | 21.8                    |
| Uganda                      | 7  | 12.3  | 11.1                    | 13.6                    | <i>12.2</i>             | <i>12.5</i>             | <i>11.9</i>             | <i>14.3</i>             | <i>15.2</i>             | <i>13.4</i>             | <i>13.2</i>             | <i>13.2</i>             | <i>13.2</i>             |
| United Republic of Tanzania | 7  | <b>9.2</b>  | <b>9.1</b>              | <b>9.2</b>              | <b>5.3</b>              | <b>5.4</b>              | <b>5.3</b>              | <b>4.4</b>              | <b>4.3</b>              | <b>4.5</b>              | <b>9.4</b>              | <b>9.0</b>              | <b>9.8</b>              |
| Zambia                      | 7  | 5.8   | 5.7                     | 5.9                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     | ...                     |
| Zimbabwe                    | 7  | .x  | .x                      | .x                      | .x                      | .x                      | .x                      | .x                      | .x                      | .x                      | .x                      | .x                      | .x                      |

|                            |     |      |      |      |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|------|------|------|------|------|------|------|------|------|------|------|------|
| World <sup>2</sup>         | ... | 3.9  | 5.1  | 2.6  | 2.2  | 2.5  | 1.8  | 2.0  | 1.7  | 2.2  | 1.9  | 2.6  | 1.2  |
| Countries in transition    | ... | 0.3  | 0.3  | 0.3  | 0.2  | 0.2  | 0.1  | 0.1  | 0.2  | 0.1  | 0.0  | 0.1  | 0.0  |
| Developed countries        | ... | 0.8  | 1.0  | 0.6  | 0.7  | 0.9  | 0.5  | 0.4  | 0.5  | 0.2  | 0.6  | 0.7  | 0.4  |
| Developing countries       | ... | 5.9  | 6.4  | 5.3  | 4.7  | 8.4  | 5.7  | 4.5  | 4.8  | 4.2  | 4.3  | 5.2  | 3.3  |
| Arab States                | ... | 3.1  | 3.2  | 3.0  | 4.1  | 4.2  | 3.9  | 4.2  | 4.6  | 3.6  | 4.6  | ...  | ...  |
| Central and Eastern Europe | ... | 1.3  | 1.6  | 1.0  | 1.0  | 1.2  | 0.8  | 0.9  | 1.2  | 0.6  | 1.5  | 1.8  | 1.3  |
| Central Asia               | ... | 0.1  | 0.2  | 0.1  | 0.2  | 0.2  | 0.1  | 0.2  | 0.2  | 0.2  | 0.1  | 0.1  | 0.0  |
| East Asia and the Pacific  | ... | 0.6  | 0.6  | 0.6  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  |
| East Asia                  | ... | 2.4  | 2.8  | 2.0  | 2.6  | 3.2  | 1.8  | 1.8  | 1.8  | 1.8  | 1.6  | 1.9  | 0.8  |
| Pacific                    | ... | .    | .    | .    | —    | —    | —    | —    | —    | —    | —    | —    | —    |
| Latin America/Caribbean    | ... | 7.3  | 8.2  | 6.3  | 4.2  | ...  | ...  | 4.3  | 5.3  | 3.3  | 6.3  | 7.5  | 4.9  |
| Caribbean                  | ... | 4.6  | 5.9  | 3.2  | 1.7  | ...  | ...  | 0.8  | 1.3  | 0.4  | 0.4  | 0.3  | 0.7  |
| Latin America              | ... | 10.1 | 11.6 | 8.4  | 7.7  | 8.9  | 6.5  | 6.6  | 7.8  | 5.2  | 4.8  | 5.9  | 3.6  |
| N. America/W. Europe       | ... | 0.6  | 0.6  | 0.5  | 0.6  | 0.7  | 0.5  | 0.1  | 0.1  | 0.1  | 0.1  | 0.2  | 0.1  |
| South and West Asia        | ... | 4.0  | ...  | ...  | 3.0  | 3.2  | 2.9  | 4.1  | 4.1  | 4.2  | ...  | ...  | ...  |
| Sub-Saharan Africa         | ... | 12.3 | 11.9 | 12.8 | 13.3 | 14.3 | 12.2 | 15.6 | 16.7 | 14.5 | 18.4 | 19.4 | 17.6 |

1. Duration in this table is defined according to ISCED97 and may differ from that reported nationally.  
2. All values shown are medians.  
Data in italic are UIS estimates.  
Data in bold are for the school year ending in 2005 for repetition rates by grade, and the school year ending in 2006 for percentage of repeaters (all grades).

(z) Data are for the school year ending in 2004.  
(y) Data are for the school year ending in 2003.  
(x) Data are for the school year ending in 2002.  
(\*) National estimates.

Table 6

| REPETITION RATES BY GRADE IN PRIMARY EDUCATION<br>[%] |                   |                   |                   |                   |                   |       | REPEATERS, ALL GRADES<br>[%] |        |                   |                   |                   |                             | Country or territory |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------|------------------------------|--------|-------------------|-------------------|-------------------|-----------------------------|----------------------|
| School year ending in 2004                            |                   |                   |                   |                   |                   |       | School year ending in        |        |                   |                   |                   |                             |                      |
| Grade 5   |                   |                   | Grade 6           |                   |                   | 1999  |                              |        | 2005              |                   |                   |                             |                      |
| Total   | Male              | Female            | Total             | Male              | Female            | Total | Male                         | Female | Total             | Male              | Female            |                             |                      |
| 5.7   | 6.1               | 5.1               | .                 | .                 | .                 | 19.4  | 18.2                         | 20.8   | 12.9              | 13.0              | 12.7              | Eritrea                     |                      |
| .   | .                 | .                 | .                 | .                 | .                 | 11.4  | 10.7                         | 12.5   | <b>7.0</b>        | <b>7.6</b>        | <b>6.3</b>        | Ethiopia                    |                      |
| 27.7 <sup>x</sup>                                     | 27.4 <sup>x</sup> | 28.0 <sup>x</sup> | 19.3 <sup>x</sup> | 18.9 <sup>x</sup> | 19.6 <sup>x</sup> | ...   | ...                          | ...    | 34.4 <sup>y</sup> | 35.1 <sup>y</sup> | 33.7 <sup>y</sup> | Gabon                       |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 12.2  | 12.1                         | 12.3   | 9.7 <sup>y</sup>  | 10.2 <sup>y</sup> | 9.2 <sup>y</sup>  | Gambia                      |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 4.2   | 4.3                          | 4.1    | 5.8               | 6.0               | 5.7               | Ghana                       |                      |
| 4.4   | 4.0               | 4.9               | 23.0              | 21.5              | 25.2              | 26.2  | 25.5                         | 27.4   | 8.7               | 8.4               | 9.0               | Guinea                      |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 24.0  | 23.6                         | 24.5   | ...               | ...               | ...               | Guinea-Bissau               |                      |
| 5.9   | ...               | ...               | 5.5               | ...               | ...               | ...   | ...                          | ...    | 5.8               | 6.0               | 5.6               | Kenya                       |                      |
| 15.3  | ...               | ...               | 13.4              | ...               | ...               | 20.3  | 22.9                         | 17.9   | 19.0              | 20.9              | 17.0              | Lesotho                     |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | ...               | ...               | ...               | Liberia                     |                      |
| 26.1  | 26.0              | 26.1              | .                 | .                 | .                 | 28.3  | 29.2                         | 27.4   | 18.3              | 18.8              | 17.7              | Madagascar                  |                      |
| 15.1  | 15.4              | 14.8              | 12.3              | 12.5              | 12.1              | 14.4  | 14.4                         | 14.4   | 20.2              | 20.6              | 19.7              | Malawi                      |                      |
| 28.8  | 27.7              | 30.2              | 29.8              | 28.8              | 31.4              | 17.4  | 17.2                         | 17.7   | 18.6              | 18.4              | 18.9              | Mali                        |                      |
| .   | .                 | .                 | 21.8              | 24.1              | 19.4              | 3.8   | 4.1                          | 3.5    | 4.8               | 5.4               | 4.2               | Mauritius                   |                      |
| 16.3  | 16.1              | 16.8              | 2.8               | 3.2               | 2.3               | 23.8  | 23.2                         | 24.7   | 10.4              | 10.6              | 10.2              | Mozambique                  |                      |
| 21.6  | 25.2              | 18.0              | 13.0              | 14.3              | 11.7              | 12.3  | 13.9                         | 10.7   | 15.1              | 17.4              | 12.9              | Namibia                     |                      |
| 9.1   | 8.8               | 9.7               | 21.2              | 20.1              | 22.8              | 12.2  | 12.4                         | 11.8   | 5.3               | 5.2               | 5.5               | Niger                       |                      |
| ...   | ...               | ...               | 1.9               | 1.9               | 1.9               | ...   | ...                          | ...    | 2.9               | 2.4               | 3.0               | Nigeria                     |                      |
| ...   | ...               | ...               | 17.9              | 17.5              | 18.3              | 29.1  | 29.2                         | 29.0   | 18.8              | 18.7              | 18.9              | Rwanda                      |                      |
| 16.7  | 17.2              | 16.2              | 28.9              | 29.4              | 28.3              | 30.7  | 32.6                         | 28.7   | 23.5              | 24.5              | 22.4              | Sao Tome and Principe       |                      |
| 13.6  | 13.1              | 14.1              | 23.8              | 23.1              | 24.7              | 14.4  | 14.5                         | 14.2   | 11.9              | 11.9              | 11.8              | Senegal                     |                      |
| .y  | .y                | .y                | .y                | .y                | .y                | .     | .                            | .      | .                 | .                 | .                 | Seychelles                  |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | ...               | ...               | ...               | Sierra Leone                |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | ...   | ...                          | ...    | ...               | ...               | ...               | Somalia                     |                      |
| 7.3 <sup>y</sup>                                      | 7.8 <sup>y</sup>  | 6.7 <sup>y</sup>  | 5.8 <sup>y</sup>  | 5.7 <sup>y</sup>  | 5.8 <sup>y</sup>  | 10.4  | 11.6                         | 9.2    | 8.0 <sup>z</sup>  | 8.4 <sup>z</sup>  | 7.5 <sup>z</sup>  | South Africa                |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 17.1  | 19.5                         | 14.5   | 16.2 <sup>z</sup> | 18.5 <sup>z</sup> | 13.6 <sup>z</sup> | Swaziland                   |                      |
| 21.9  | 21.3              | 22.7              | 16.6              | 15.7              | 17.7              | 31.2  | 30.9                         | 31.6   | 22.9              | 22.6              | 23.3              | Togo                        |                      |
| 13.8  | 13.7              | 13.9              | 13.2              | 11.9              | 14.5              | ...   | ...                          | ...    | 13.1              | 13.0              | 13.3              | Uganda                      |                      |
| <b>0.2</b>  | <b>0.2</b>        | <b>0.2</b>        | <b>0.0</b>        | <b>0.0</b>        | <b>0.0</b>        | 3.2   | 3.1                          | 3.2    | <b>4.9</b>        | <b>4.8</b>        | <b>5.0</b>        | United Republic of Tanzania |                      |
| ...   | ...               | ...               | ...               | ...               | ...               | 6.1   | 6.4                          | 5.8    | 6.3               | 6.6               | 6.1               | Zambia                      |                      |
| .x  | .x                | .x                | .x                | .x                | .x                | .     | .                            | .      | .y                | .y                | .y                | Zimbabwe                    |                      |

|      |      |      |      |     |     |      |      |      |      |      |      |                            |
|------|------|------|------|-----|-----|------|------|------|------|------|------|----------------------------|
| 1.5  | ...  | ...  | .    | .   | .   | 3.8  | 4.2  | 3.4  | 3.1  | 3.7  | 2.3  | World <sup>2</sup>         |
| .    | .    | .    | .    | .   | .   | 0.5  | 0.5  | 0.5  | 0.2  | 0.2  | 0.1  | Countries in transition    |
| —    | —    | —    | .    | .   | .   | 1.2  | ...  | ...  | 0.7  | 1.0  | 0.4  | Developed countries        |
| 3.3  | 4.1  | 2.4  | 1.5  | 1.7 | 1.1 | 6.6  | 7.6  | 5.5  | 5.8  | 6.0  | 5.7  | Developing countries       |
| 4.7  | ...  | ...  | 4.2  | 4.4 | 3.3 | 8.0  | 9.5  | 6.4  | 4.3  | 4.8  | 3.7  | Arab States                |
| .    | .    | .    | .    | .   | .   | 1.2  | ...  | ...  | 1.1  | 1.3  | 0.9  | Central and Eastern Europe |
| ...  | ...  | ...  | .    | .   | .   | 0.4  | 0.5  | 0.3  | 0.3  | 0.3  | 0.2  | Central Asia               |
| 0.0  | 0.0  | 0.0  | .    | .   | .   | 1.3  | 1.4  | 1.3  | 0.6  | 0.7  | 0.5  | East Asia and the Pacific  |
| 1.0  | 1.5  | 0.6  | 0.0  | 0.0 | 0.0 | 2.7  | 2.9  | 2.5  | 2.2  | 2.9  | 1.6  | East Asia                  |
| —    | —    | —    | —    | —   | —   | 1.8  | 2.0  | 1.5  | 2.2  | 2.9  | 1.6  | Pacific                    |
| 2.7  | 3.3  | 2.2  | 1.4  | 1.2 | 1.5 | 4.7  | 5.1  | 4.2  | 5.2  | 6.0  | 4.4  | Latin America/Caribbean    |
| 0.7  | ...  | ...  | 0.8  | 0.9 | 0.6 | 3.1  | 3.6  | 2.5  | 3.4  | 4.1  | 2.6  | Caribbean                  |
| 3.3  | 4.1  | 2.4  | 1.5  | 1.7 | 1.4 | 6.5  | 7.5  | 5.3  | 6.7  | 7.9  | 5.4  | Latin America              |
| .    | .    | .    | .    | .   | .   | 0.4  | 0.5  | 0.3  | 0.3  | 0.4  | 0.3  | N. America/W. Europe       |
| ...  | ...  | ...  | .    | .   | .   | 8.4  | 7.6  | 9.2  | 5.2  | 5.8  | 4.5  | South and West Asia        |
| 14.9 | 14.7 | 15.3 | 14.4 | ... | ... | 17.4 | 17.5 | 17.7 | 15.3 | 16.3 | 13.1 | Sub-Saharan Africa         |

Table 7  
Internal efficiency: primary education dropout and completion

| Country or territory       | Duration <sup>1</sup><br>of primary<br>education | DROPOUT RATES BY GRADE IN PRIMARY EDUCATION (%) |                   |                   |                  |                  |                  |                  |                  |                  |                  |                  |                   |                  |                  |                  |
|----------------------------|--|---|-------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|------------------|------------------|
|                            |  | School year ending in 2004                      |                   |                   |                  |                  |                  |                  |                  |                  |                  |                  |                   |                  |                  |                  |
|                            |  | Grade 1   |                   |                   | Grade 2          |                  |                  | Grade 3          |                  |                  | Grade 4          |                  |                   | Grade 5          |                  |                  |
|                            |  | Total   | Male              | Female            | Total            | Male             | Female           | Total            | Male             | Female           | Total            | Male             | Female            | Total            | Male             | Female           |
| Arab States                |  |   |                   |                   |                  |                  |                  |                  |                  |                  |                  |                  |                   |                  |                  |                  |
| Algeria                    | 6  | 0.8   | 1.3               | 0.3               | 1.0              | 1.5              | 0.4              | 0.5              | 0.3              | 0.8              | 1.7              | 2.1              | 1.2               | 2.2              | 2.5              | 1.9              |
| Bahrain                    | 6  | —   | —                 | —                 | —                | —                | —                | 0.0              | —                | 0.4              | 0.2              | —                | 0.5               | 0.1              | —                | 0.2              |
| Djibouti                   | 6  | ...   | ...               | ...               | ...              | ...              | ...              | 3.2              | 2.0              | 4.7              | 2.9              | 5.0              | 0.3               | —                | —                | —                |
| Egypt                      | 6  | 0.2 <sup>y</sup>                                | 0.3 <sup>y</sup>  | 0.1 <sup>y</sup>  | 0.4 <sup>y</sup> | 0.5 <sup>y</sup> | 0.4 <sup>y</sup> | 0.3 <sup>y</sup> | 0.3 <sup>y</sup> | 0.2 <sup>y</sup> | 0.4 <sup>y</sup> | 0.5 <sup>y</sup> | 0.3 <sup>y</sup>  | ...              | ...              | ...              |
| Iraq                       | 6  | 11.1  | 9.1               | 13.4              | 1.4              | —                | 3.7              | 1.1              | —                | 2.9              | 5.2              | 3.2              | 7.8               | 11.2             | 8.8              | 14.6             |
| Jordan                     | 6  | 0.7 <sup>y</sup>                                | 1.2 <sup>y</sup>  | 0.3 <sup>y</sup>  | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | 0.9 <sup>y</sup> | 0.3 <sup>y</sup> | 1.5 <sup>y</sup>  | 1.0 <sup>y</sup> | 0.8 <sup>y</sup> | 1.2 <sup>y</sup> |
| Kuwait                     | 5  | —   | —                 | —                 | —                | —                | —                | —                | —                | —                | ...              | ...              | ...               | ...              | ...              | ...              |
| Lebanon                    | 6  | 1.5   | 1.7               | 1.2               | 0.6              | 0.6              | 0.5              | 0.7              | 1.1              | 0.3              | 3.3              | 4.4              | 2.0               | 3.4              | 4.6              | 2.1              |
| Libyan Arab Jamahiriya     | 6  | ...   | ...               | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...               | ...              | ...              | ...              |
| Mauritania                 | 6  | 5.8   | 6.8               | 4.7               | 12.4             | 13.3             | 11.5             | 16.3             | 17.0             | 15.7             | 18.1             | 18.4             | 17.8              | 22.6             | 22.8             | 22.3             |
| Morocco                    | 6  | 6.0   | 5.5               | 6.5               | 2.9              | 2.5              | 3.4              | 4.7              | 4.1              | 5.5              | 5.8              | 4.8              | 6.9               | 7.6              | 6.7              | 8.6              |
| Oman                       | 6  | 0.2   | 0.3               | 0.1               | —                | —                | —                | —                | —                | —                | —                | —                | —                 | 1.9              | 1.2              | 2.6              |
| Palestinian A. T.          | 4  | 0.9   | 0.9               | 0.9               | —                | —                | —                | 1.2              | 1.2              | 1.4              | ...              | ...              | ...               | .                | .                | .                |
| Qatar                      | 6  | ...   | ...               | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...               | ...              | ...              | ...              |
| Saudi Arabia               | 6  | 0.5   | —                 | 2.3               | 0.3              | —                | 2.9              | 0.4              | 1.0              | —                | —                | —                | —                 | 2.1              | 2.8              | 1.3              |
| Sudan                      | 6  | 6.1   | 6.7               | 5.3               | 6.3              | 5.6              | 7.1              | 4.9              | 4.8              | 5.0              | 5.7              | 6.6              | 4.6               | 5.5              | 5.8              | 5.0              |
| Syrian Arab Republic       | 4  | 3.5   | 4.0               | 3.0               | 0.7              | 0.7              | 0.7              | 1.0              | 1.1              | 0.9              | ...              | ...              | ...               | .                | .                | .                |
| Tunisia                    | 6  | —   | —                 | —                 | 0.9              | 0.9              | 0.9              | 0.3              | 0.3              | 0.2              | 1.6              | 1.7              | 1.5               | 3.1              | 3.5              | 2.6              |
| United Arab Emirates       | 5  | 3.9   | 3.9               | 3.9               | —                | —                | —                | —                | —                | —                | 0.2              | 0.2              | 0.2               | ...              | ...              | ...              |
| Yemen                      | 6  | 11.3 <sup>y</sup>                               | 10.2 <sup>y</sup> | 12.7 <sup>y</sup> | 5.2 <sup>y</sup> | 4.1 <sup>y</sup> | 6.6 <sup>y</sup> | 4.9 <sup>y</sup> | 3.3 <sup>y</sup> | 7.2 <sup>y</sup> | 7.2 <sup>y</sup> | 5.4 <sup>y</sup> | 10.1 <sup>y</sup> | 7.6 <sup>y</sup> | 6.6 <sup>y</sup> | 9.4 <sup>y</sup> |
| Central and Eastern Europe |  |   |                   |                   |                  |                  |                  |                  |                  |                  |                  |                  |                   |                  |                  |                  |
| Albania                    | 4  | 3.5 <sup>y</sup>                                | 4.1 <sup>y</sup>  | 2.8 <sup>y</sup>  | 3.4 <sup>y</sup> | 3.8 <sup>y</sup> | 3.1 <sup>y</sup> | 3.3 <sup>y</sup> | 3.5 <sup>y</sup> | 3.0 <sup>y</sup> | ...              | ...              | ...               | .                | .                | .                |
| Belarus                    | 4  | —   | — <sup>*</sup>    | — <sup>*</sup>    | 0.3              | 0.2 <sup>*</sup> | 0.4 <sup>*</sup> | 0.1              | — <sup>*</sup>   | 0.4 <sup>*</sup> | ...              | ...              | ...               | .                | .                | .                |
| Bosnia and Herzegovina     | 4  | ...   | ...               | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...               | .                | .                | .                |
| Bulgaria                   | 4  | 3.2   | 4.0               | 2.3               | 2.8              | 2.7              | 2.8              | 1.8              | 2.0              | 1.7              | ...              | ...              | ...               | .                | .                | .                |
| Croatia                    | 4  | — <sup>x</sup>                                  | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>   | — <sup>x</sup>   | — <sup>x</sup>   | — <sup>x</sup>   | — <sup>x</sup>   | — <sup>x</sup>   | ...              | ...              | ...               | .                | .                | .                |
| Czech Republic             | 5  | 1.0   | 1.1               | 0.9               | 0.2              | 0.2              | 0.3              | 0.1              | 0.2              | 0.0              | 0.2              | 0.2              | 0.1               | ...              | ...              | ...              |
| Estonia                    | 6  | 0.5   | 1.0               | —                 | 0.2              | 0.0              | 0.3              | 0.2              | 0.3              | 0.0              | 0.4              | 0.1              | 0.7               | 0.0              | —                | 0.2              |
| Hungary                    | 4  | 1.7   | 2.0               | 1.5               | 0.2              | 0.3              | 0.0              | —                | —                | —                | ...              | ...              | ...               | .                | .                | .                |
| Latvia                     | 4  | 1.0   | 0.7               | 1.3               | 0.3              | 0.2              | 0.3              | 0.5              | 0.4              | 0.6              | ...              | ...              | ...               | .                | .                | .                |
| Lithuania                  | 4  | 1.0   | 1.1               | 0.9               | 0.6              | 0.9              | 0.4              | 0.5              | 0.4              | 0.5              | ...              | ...              | ...               | .                | .                | .                |
| Poland                     | 6  | 0.4   | ...               | ...               | 0.0              | ...              | ...              | 0.1              | ...              | ...              | 0.2              | ...              | ...               | 0.1              | ...              | ...              |
| Republic of Moldova        | 4  | 6.6   | 6.8               | 6.3               | 1.5              | 1.0              | 2.1              | 1.4              | 1.9              | 0.9              | ...              | ...              | ...               | .                | .                | .                |
| Romania                    | 4  | 2.5   | 2.8               | 2.2               | 1.3              | 1.4              | 1.1              | 1.2              | 1.2              | 1.2              | ...              | ...              | ...               | .                | .                | .                |
| Russian Federation         | 3  | ...   | ...               | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...               | .                | .                | .                |
| Serbia and Montenegro      | 4  | ...   | ...               | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...               | .                | .                | .                |
| Slovakia                   | 4  | 2.0   | 2.4               | 1.5               | 0.2              | 0.3              | 0.1              | 0.3              | 0.3              | 0.3              | ...              | ...              | ...               | .                | .                | .                |
| Slovenia                   | 5  | 0.6 <sup>x</sup>                                | 0.7 <sup>x</sup>  | 0.4 <sup>x</sup>  | 0.1 <sup>x</sup> | 0.3 <sup>x</sup> | — <sup>x</sup>   | 0.4 <sup>x</sup> | 0.5 <sup>x</sup> | 0.3 <sup>x</sup> | ...              | ...              | ...               | .                | .                | .                |
| TFYR Macedonia             | 4  | 1.0   | 1.5               | 0.5               | 0.1              | 0.0              | 0.3              | 0.6              | 0.8              | 0.5              | ...              | ...              | ...               | .                | .                | .                |
| Turkey                     | 6  | 0.1   | 0.5               | —                 | 0.8              | 0.7              | 0.9              | 1.0              | 0.9              | 1.2              | 1.1              | 0.6              | 1.6               | 2.9              | 1.9              | 3.9              |
| Ukraine                    | 4  | ...   | ...               | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...               | .                | .                | .                |
| Central Asia               |  |   |                   |                   |                  |                  |                  |                  |                  |                  |                  |                  |                   |                  |                  |                  |
| Armenia                    | 3  | 2.6 <sup>x</sup>                                | 2.7 <sup>x</sup>  | 2.4 <sup>x</sup>  | 1.2 <sup>x</sup> | 1.1 <sup>x</sup> | 1.2 <sup>x</sup> | ...              | ...              | ...              | ...              | ...              | ...               | .                | .                | .                |
| Azerbaijan                 | 4  | 0.5   | 1.1               | —                 | 0.9              | 0.9              | 0.9              | 0.5              | 0.1              | 1.0              | .                | .                | .                 | .                | .                | .                |
| Georgia                    | 6  | 0.3 <sup>x</sup>                                | — <sup>x</sup>    | 1.1 <sup>x</sup>  | 0.6 <sup>x</sup> | 0.9 <sup>x</sup> | 0.3 <sup>x</sup> | 1.0 <sup>x</sup> | 0.3 <sup>x</sup> | 1.6 <sup>x</sup> | ...              | ...              | ...               | .                | .                | .                |
| Kazakhstan                 | 4  | —   | —                 | —                 | 0.4              | 0.4              | 0.4              | 0.1              | 0.2              | 0.0              | ...              | ...              | ...               | .                | .                | .                |
| Kyrgyzstan                 | 4  | 1.2   | 1.8               | 0.6               | 1.1              | 0.7              | 1.5              | 0.9              | 0.8              | 0.9              | ...              | ...              | ...               | .                | .                | .                |
| Mongolia                   | 5  | 5.6 <sup>y</sup>                                | 5.5 <sup>y</sup>  | 5.7 <sup>y</sup>  | 2.0 <sup>y</sup> | 1.9 <sup>y</sup> | 2.0 <sup>y</sup> | 1.7 <sup>y</sup> | 2.2 <sup>y</sup> | 1.2 <sup>y</sup> | ...              | ...              | ...               | .                | .                | .                |
| Tajikistan                 | 4  | 0.3   | 0.5               | 0.1               | 0.7              | 1.0              | 0.4              | 1.0              | 1.8              | 0.2              | ...              | ...              | ...               | .                | .                | .                |
| Turkmenistan               | 3  | ...   | ...               | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...               | .                | .                | .                |
| Uzbekistan                 | 4  | 1.2 <sup>x</sup>                                | 0.1 <sup>x</sup>  | 2.3 <sup>x</sup>  | 2.4 <sup>x</sup> | 3.1 <sup>x</sup> | 1.6 <sup>x</sup> | 0.4 <sup>x</sup> | 0.4 <sup>x</sup> | 0.4 <sup>x</sup> | ...              | ...              | ...               | .                | .                | .                |
| East Asia and the Pacific  |  |   |                   |                   |                  |                  |                  |                  |                  |                  |                  |                  |                   |                  |                  |                  |
| Australia                  | 7  | ...   | ...               | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...               | ...              | ...              | ...              |
| Brunei Darussalam          | 6  | 0.4   | 0.6               | 0.2               | —                | —                | —                | —                | —                | —                | —                | —                | —                 | 1.2              | 0.7              | 1.7              |
| Cambodia                   | 6  | 10.1  | 10.3              | 9.9               | 9.1              | 9.7              | 8.4              | 8.5              | 9.0              | 8.0              | 8.6              | 8.6              | 8.5               | 9.3              | 9.0              | 9.5              |
| China                      | 5  | ...   | ...               | ...               | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...              | ...               | ...              | ...              | ...              |

Table 7

| PRIMARY EDUCATION COMPLETION |      |        |                 |                 |                 |                                 |      |        |                  |                 |                  |                                    |                 |                 | Country or territory   |
|------------------------------|------|--------|-----------------|-----------------|-----------------|---------------------------------|------|--------|------------------|-----------------|------------------|------------------------------------|-----------------|-----------------|------------------------|
| SURVIVAL RATE TO GRADE 5 (%) |      |        |                 |                 |                 | SURVIVAL RATE TO LAST GRADE (%) |      |        |                  |                 |                  | PRIMARY COHORT COMPLETION RATE (%) |                 |                 |                        |
| School year ending in        |      |        |                 |                 |                 | School year ending in           |      |        |                  |                 |                  | School year ending in              |                 |                 |                        |
| 1999                         |      |        | 2004            |                 |                 | 1999                            |      |        | 2004             |                 |                  | 2004                               |                 |                 |                        |
| Total                        | Male | Female | Total           | Male            | Female          | Total                           | Male | Female | Total            | Male            | Female           | Total                              | Male            | Female          |                        |
|                              |      |        |                 |                 |                 |                                 |      |        |                  |                 |                  |                                    |                 |                 |                        |
| Arab States                  |      |        |                 |                 |                 |                                 |      |        |                  |                 |                  |                                    |                 |                 |                        |
| 95                           | 94   | 96     | 96              | 94              | 97              | 91                              | 90   | 93     | 93               | 91              | 95               | 86                                 | 84              | 88              | Algeria                |
| 97                           | 97   | 98     | 99              | 100             | 98              | 92                              | 91   | 93     | 99               | 100             | 97               | ...                                | ...             | ...             | Bahrain                |
| 77                           | 71   | 85     | ...             | ...             | ...             | ...                             | ...  | ...    | ...              | ...             | ...              | ...                                | ...             | ...             | Djibouti               |
| 99                           | 99   | 99     | 99 <sup>y</sup> | 98 <sup>y</sup> | 99 <sup>y</sup> | 99                              | 99   | 99     | 99 <sup>y</sup>  | 98 <sup>y</sup> | 99 <sup>y</sup>  | ...                                | ...             | ...             | Egypt                  |
| 66                           | 67   | 63     | 81              | 87              | 73              | 49                              | 51   | 47     | 70               | 78              | 61               | 68                                 | 75              | 60              | Iraq                   |
| 98                           | 98   | 97     | 99 <sup>y</sup> | 99 <sup>y</sup> | 99 <sup>y</sup> | 97                              | 97   | 97     | 98 <sup>y</sup>  | 98 <sup>y</sup> | 98 <sup>y</sup>  | ...                                | ...             | ...             | Jordan                 |
| ...                          | ...  | ...    | ...             | ...             | ...             | 94                              | 93   | 95     | 99               | 100             | 99               | 94 <sup>y</sup>                    | 94 <sup>y</sup> | 95 <sup>y</sup> | Kuwait                 |
| 91                           | 88   | 95     | 93              | 91              | 96              | 91                              | 88   | 95     | 90               | 86              | 93               | ...                                | ...             | ...             | Lebanon                |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | ...              | ...             | ...              | ...                                | ...             | ...             | Libyan Arab Jamahiriya |
| 68                           | 70   | 66     | 53              | 51              | 55              | 61                              | ...  | ...    | 39               | 38              | 41               | 21                                 | 21              | 20              | Mauritania             |
| 82                           | 82   | 82     | 79              | 81              | 77              | 75                              | 75   | 76     | 73               | 75              | 70               | 62                                 | 66              | 58              | Morocco                |
| 94                           | 94   | 94     | 100             | 100             | 100             | 92                              | 92   | 92     | 99               | 100             | 99               | ...                                | ...             | ...             | Oman                   |
| ...                          | ...  | ...    | ...             | ...             | ...             | 99                              | 100  | 99     | 98               | 99              | 97               | ...                                | ...             | ...             | Palestinian A. T.      |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | ...              | ...             | ...              | ...                                | ...             | ...             | Qatar                  |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | 97               | 100             | 94               | ...                                | ...             | ...             | Saudi Arabia           |
| 84                           | 81   | 88     | 79              | 78              | 79              | 77                              | 74   | 81     | 74               | 73              | 75               | ...                                | ...             | ...             | Sudan                  |
| 92                           | 92   | 91     | ...             | ...             | ...             | 87                              | 87   | 87     | 94               | 94              | 95               | ...                                | ...             | ...             | Syrian Arab Republic   |
| 92                           | 91   | 93     | 97              | 97              | 97              | 87                              | 86   | 88     | 94               | 93              | 95               | ...                                | ...             | ...             | Tunisia                |
| 92                           | 93   | 92     | 97              | 96              | 97              | 90                              | 90   | 89     | 97               | 96              | 97               | 96                                 | 96              | 96              | United Arab Emirates   |
| 87                           | ...  | ...    | 73 <sup>y</sup> | 78 <sup>y</sup> | 67 <sup>y</sup> | 80                              | ...  | ...    | 67 <sup>y</sup>  | 72 <sup>y</sup> | 60 <sup>y</sup>  | ...                                | ...             | ...             | Yemen                  |
| Central and Eastern Europe   |      |        |                 |                 |                 |                                 |      |        |                  |                 |                  |                                    |                 |                 |                        |
| ...                          | ...  | ...    | ...             | ...             | ...             | 92                              | 90   | 95     | 90 <sup>y</sup>  | 89 <sup>y</sup> | 91 <sup>y</sup>  | ...                                | ...             | ...             | Albania                |
| ...                          | ...  | ...    | ...             | ...             | ...             | 99                              | 99   | 99     | 99               | 100*            | 98*              | 98                                 | 97*             | 99*             | Belarus                |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | ...              | ...             | ...              | ...                                | ...             | ...             | Bosnia and Herzegovina |
| ...                          | ...  | ...    | ...             | ...             | ...             | 93                              | 93   | 93     | 92               | 91              | 93               | ...                                | ...             | ...             | Bulgaria               |
| ...                          | ...  | ...    | ...             | ...             | ...             | 100                             | 99   | 100    | 100 <sup>x</sup> | 99 <sup>x</sup> | 100 <sup>x</sup> | ...                                | ...             | ...             | Croatia                |
| 98                           | 98   | 99     | 98              | 98              | 99              | 98                              | 98   | 99     | 98               | 98              | 99               | ...                                | ...             | ...             | Czech Republic         |
| 99                           | 99   | 99     | 99              | 98              | 99              | 99                              | 98   | 99     | 99               | 99              | 99               | ...                                | ...             | ...             | Estonia                |
| ...                          | ...  | ...    | ...             | ...             | ...             | 97                              | 96   | 98     | 98               | 98              | 98               | ...                                | ...             | ...             | Hungary                |
| ...                          | ...  | ...    | ...             | ...             | ...             | 97                              | 97   | 97     | 98               | 99              | 98               | ...                                | ...             | ...             | Latvia                 |
| ...                          | ...  | ...    | ...             | ...             | ...             | 99                              | 99   | 100    | 98               | 98              | 98               | ...                                | ...             | ...             | Lithuania              |
| 99                           | ...  | ...    | 99              | ...             | ...             | 98                              | ...  | ...    | 99               | ...             | ...              | ...                                | ...             | ...             | Poland                 |
| ...                          | ...  | ...    | ...             | ...             | ...             | 95                              | ...  | ...    | 91               | 90              | 91               | ...                                | ...             | ...             | Republic of Moldova    |
| ...                          | ...  | ...    | ...             | ...             | ...             | 96                              | 95   | 96     | 95               | 94              | 95               | ...                                | ...             | ...             | Romania                |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | ...              | ...             | ...              | ...                                | ...             | ...             | Russian Federation     |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | ...              | ...             | ...              | ...                                | ...             | ...             | Serbia and Montenegro  |
| ...                          | ...  | ...    | ...             | ...             | ...             | 97                              | 96   | 98     | 97               | 97              | 98               | ...                                | ...             | ...             | Slovakia               |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | 99 <sup>x</sup>  | 98 <sup>x</sup> | 99 <sup>x</sup>  | ...                                | ...             | ...             | Slovenia               |
| ...                          | ...  | ...    | ...             | ...             | ...             | 97                              | 96   | 99     | 98               | 98              | 99               | ...                                | ...             | ...             | TFYR Macedonia         |
| ...                          | ...  | ...    | 97              | 97              | 97              | ...                             | ...  | ...    | 94               | 95              | 93               | ...                                | ...             | ...             | Turkey                 |
| ...                          | ...  | ...    | ...             | ...             | ...             | 97                              | ...  | ...    | ...              | ...             | ...              | ...                                | ...             | ...             | Ukraine                |
| Central Asia                 |      |        |                 |                 |                 |                                 |      |        |                  |                 |                  |                                    |                 |                 |                        |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | 96 <sup>x</sup>  | 96 <sup>x</sup> | 96 <sup>x</sup>  | ...                                | ...             | ...             | Armenia                |
| ...                          | ...  | ...    | ...             | ...             | ...             | 97                              | 96   | 98     | 98               | 98              | 98               | 97                                 | ...             | ...             | Azerbaijan             |
| ...                          | ...  | ...    | ...             | ...             | ...             | 99                              | 99   | 100    | 98 <sup>x</sup>  | 99 <sup>x</sup> | 97 <sup>x</sup>  | ...                                | ...             | ...             | Georgia                |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | 99               | 99              | 100              | 99                                 | 99              | 99              | Kazakhstan             |
| ...                          | ...  | ...    | ...             | ...             | ...             | 95*                             | 95*  | 94*    | 97               | 97              | 97               | 89                                 | 85              | 94              | Kyrgyzstan             |
| ...                          | ...  | ...    | ...             | ...             | ...             | 87                              | 85   | 90     | 91 <sup>y</sup>  | 91 <sup>y</sup> | 91 <sup>y</sup>  | 89                                 | 85              | 94              | Mongolia               |
| ...                          | ...  | ...    | ...             | ...             | ...             | 97                              | 100  | 94     | 98               | 97              | 99               | 97                                 | 96              | 99              | Tajikistan             |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | ...              | ...             | ...              | ...                                | ...             | ...             | Turkmenistan           |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | 96 <sup>x</sup>  | 96 <sup>x</sup> | 96 <sup>x</sup>  | ...                                | ...             | ...             | Uzbekistan             |
| East Asia and the Pacific    |      |        |                 |                 |                 |                                 |      |        |                  |                 |                  |                                    |                 |                 |                        |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | ...              | ...             | ...              | ...                                | ...             | ...             | Australia              |
| 92                           | 92   | 92     | 100             | 99              | 100             | 92                              | 91   | 94     | 99               | 99              | 99               | 75                                 | 70              | 80              | Brunei Darussalam      |
| 56                           | 58   | 54     | 63              | 62              | 65              | 49                              | 52   | 45     | 57               | 56              | 58               | ...                                | ...             | ...             | Cambodia               |
| ...                          | ...  | ...    | ...             | ...             | ...             | ...                             | ...  | ...    | ...              | ...             | ...              | ...                                | ...             | ...             | China                  |

Table 7 (continued)

| Country or territory            | Duration <sup>1</sup><br>of primary<br>education | DROPOUT RATES BY GRADE IN PRIMARY EDUCATION (%) |       |        |         |       |        |         |       |        |         |       |        |         |       |        |
|---------------------------------|--|---|-------|--------|---------|-------|--------|---------|-------|--------|---------|-------|--------|---------|-------|--------|
|                                 |  | School year ending in 2004                      |       |        |         |       |        |         |       |        |         |       |        |         |       |        |
|                                 |  | Grade 1   |       |        | Grade 2 |       |        | Grade 3 |       |        | Grade 4 |       |        | Grade 5 |       |        |
|                                 |  | Total   | Male  | Female | Total   | Male  | Female | Total   | Male  | Female | Total   | Male  | Female | Total   | Male  | Female |
| Cook Islands                    | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| DPR Korea                       | 4  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Fiji                            | 6  | 2.1Y  | 2.3Y  | 2.0Y   | 0.5Y    | 0.3Y  | 0.6Y   | —Y      | —Y    | —Y     | —Y      | —Y    | —Y     | 3.3Y    | 3.3Y  | 3.2Y   |
| Indonesia                       | 6  | —   | —     | —      | 6.3     | 5.2   | 7.4    | 1.6     | 1.5   | 1.7    | 3.5     | 3.2   | 3.8    | 4.4     | 4.2   | 4.6    |
| Japan                           | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Kiribati                        | 6  | 12.0Y   | 11.4Y | 12.5Y  | 2.9Y    | 4.2Y  | 1.6Y   | 0.8Y    | 1.6Y  | 0.1Y   | 3.3Y    | 8.7Y  | —Y     | 0.6Y    | 1.5Y  | —Y     |
| Lao PDR                         | 5  | 13.0  | 12.9  | 13.0   | 6.5     | 6.4   | 6.7    | 6.8     | 6.3   | 7.5    | 6.4     | 5.7   | 7.3    | ...     | ...   | ...    |
| Macao, China                    | 6  | —x  | —x    | —x     | —x      | —x    | —x     | —x      | —x    | —x     | —x      | —x    | —x     | ...     | ...   | ...    |
| Malaysia                        | 6  | 1.7x  | 1.7x  | 1.6x   | —x      | —x    | —x     | —x      | —x    | —x     | 0.3x    | 0.1x  | 0.5x   | 0.7x    | 0.7x  | 0.7x   |
| Marshall Islands                | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Micronesia                      | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Myanmar                         | 5  | 13.7  | 13.8  | 13.6   | 5.5     | 5.5   | 5.6    | 7.2     | 8.5   | 5.8    | 7.5     | 8.8   | 6.1    | ...     | ...   | ...    |
| Nauru                           | 6  | 9.7x  | 7.7x  | 12.1x  | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| New Zealand                     | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Niue                            | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Palau                           | 5  | —   | —     | —      | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Papua New Guinea                | 6  | 7.2x  | 6.8x  | 7.8x   | 13.7x   | 13.1x | 14.3x  | 9.4x    | 9.8x  | 9.0x   | 6.5x    | 6.9x  | 6.0x   | 14.2x   | 14.0x | 14.4x  |
| Philippines                     | 6  | 14.4  | 16.1  | 12.5   | 4.6     | 5.5   | 3.6    | 3.7     | 4.8   | 2.5    | 3.6     | 4.9   | 2.3    | 4.5     | 6.0   | 2.9    |
| Republic of Korea               | 6  | —   | —     | —      | 0.3     | 0.3   | 0.2    | 0.4     | 0.3   | 0.4    | 0.4     | 0.4   | 0.4    | 0.4     | 0.4   | 0.4    |
| Samoa                           | 6  | 4.8x  | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Singapore                       | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Solomon Islands                 | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Thailand                        | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Timor-Leste                     | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Tokelau                         | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Tonga                           | 6  | 10.3Y   | 12.7Y | 7.5Y   | 7.2Y    | 10.5Y | 3.3Y   | 5.0Y    | 6.4Y  | 3.6Y   | 2.4Y    | —Y    | 7.1Y   | ...     | ...   | ...    |
| Tuvalu                          | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Vanuatu                         | 6  | 7.6   | ...   | ...    | 3.9     | ...   | ...    | 6.7     | ...   | ...    | 3.4     | ...   | ...    | 8.5     | ...   | ...    |
| Viet Nam                        | 5  | 5.5x  | 5.3x  | 5.8x   | 0.9x    | 1.6x  | 0.05x  | 8.2x    | 7.5x  | 9.0x   | —x      | —x    | —x     | ...     | ...   | ...    |
| Latin America and the Caribbean |  |   |       |        |         |       |        |         |       |        |         |       |        |         |       |        |
| Anguilla                        | 7  | 1.0   | 3.2   | —      | —       | —     | —      | 0.9     | —     | 1.9    | 1.0     | 0.9   | 1.3    | —       | ...   | ...    |
| Antigua and Barbuda             | 7  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Argentina                       | 6  | 2.1Y  | 2.3Y  | 1.9Y   | 0.1Y    | 0.2Y  | 0.1Y   | —Y      | —Y    | —Y     | 0.6Y    | 0.9Y  | 0.3Y   | 1.2Y    | 1.7Y  | 0.7Y   |
| Aruba                           | 6  | 2.1   | 1.8   | 2.4    | 0.1     | —     | 1.0    | 0.7     | 1.7   | —      | —       | —     | —      | —       | —     | —      |
| Bahamas                         | 6  | 1.5   | 1.7   | 1.3    | —       | ...   | ...    | —       | ...   | ...    | —       | ...   | ...    | ...     | ...   | ...    |
| Barbados                        | 6  | —   | —     | —      | —       | —     | —      | 0.3     | 1.5   | —      | 0.3     | 0.9   | —      | —       | ...   | ...    |
| Belize                          | 6  | —Y  | —Y    | —Y     | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Bermuda                         | 6  | 2.0   | ...   | ...    | 0.4     | ...   | ...    | 3.1     | ...   | ...    | 1.6     | ...   | ...    | 4.5     | ...   | ...    |
| Bolivia                         | 6  | 7.9Y  | 8.2Y  | 7.7Y   | 1.6Y    | 1.5Y  | 1.6Y   | 3.8Y    | 3.6Y  | 4.0Y   | 2.6Y    | 2.4Y  | 2.8Y   | 2.7Y    | 1.7Y  | 3.8Y   |
| Brazil                          | 4  | 8.4Y  | ...   | ...    | 2.0Y    | ...   | ...    | 5.5Y    | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| British Virgin Islands          | 7  | —   | ...   | ...    | 5.2     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Cayman Islands                  | 6  | 5.6   | 4.9   | 6.3    | 5.7     | 1.9   | 9.9    | 6.6     | 7.8   | 5.4    | 6.4     | 9.8   | 2.0    | —       | ...   | ...    |
| Chile                           | 6  | 0.4Y  | 0.4Y  | 0.5Y   | 1.3Y    | 1.5Y  | 1.1Y   | —Y      | —Y    | —Y     | —Y      | —Y    | —Y     | 0.5Y    | 0.7Y  | 0.3Y   |
| Colombia                        | 5  | 11.5  | 12.4  | 10.6   | 2.2     | 2.9   | 1.4    | 3.1     | 3.6   | 2.5    | 2.4     | 3.0   | 1.8    | ...     | ...   | ...    |
| Costa Rica                      | 6  | 5.2   | 5.9   | 4.5    | 1.0     | 1.3   | 0.6    | 1.0     | 1.6   | 0.4    | 5.4     | 6.5   | 4.2    | 3.3     | 3.2   | 3.4    |
| Cuba                            | 6  | 1.6   | 1.8   | 1.3    | 1.3     | 1.6   | 0.9    | 0.0     | 0.0   | —      | 0.0     | 0.2   | —      | 0.1     | 0.2   | 0.1    |
| Dominica                        | 7  | 2.2   | 1.7   | 2.7    | 1.5     | —     | 3.5    | 2.3     | 3.6   | 0.9    | 1.2     | 0.6   | 1.9    | 5.3     | 7.6   | 2.7    |
| Dominican Republic              | 6  | 0.2   | ...   | ...    | 5.6     | ...   | ...    | 4.2     | ...   | ...    | 3.4     | ...   | ...    | 3.1     | ...   | ...    |
| Ecuador                         | 6  | 12.9Y   | 13.0Y | 12.8Y  | 2.9Y    | 3.1Y  | 2.7Y   | 3.7Y    | 4.0Y  | 3.4Y   | 5.5Y    | 6.1Y  | 4.9Y   | 4.8Y    | 4.3Y  | 5.3Y   |
| El Salvador                     | 6  | 14.8  | 15.7  | 13.7   | 8.8     | 9.2   | 8.3    | 2.1     | 3.0   | 1.0    | 5.6     | 5.5   | 5.7    | 4.2     | 3.7   | 4.7    |
| Grenada                         | 7  | 13.4x   | 13.3x | 13.4x  | 1.2x    | 4.0x  | —x     | 5.9x    | 10.1x | 1.6x   | 1.1x    | 1.1x  | 1.1x   | —x      | ...   | ...    |
| Guatemala                       | 6  | 9.4   | 9.1   | 9.7    | 6.2     | 5.7   | 6.8    | 7.3     | 6.5   | 8.2    | 8.1     | 7.4   | 8.9    | 7.6     | 7.2   | 8.1    |
| Guyana                          | 6  | 7.4   | 7.8   | 7.1    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Haiti                           | 6  | ...   | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Honduras                        | 6  | 8.8   | 9.0   | 8.5    | 4.7     | 6.0   | 3.3    | 7.5     | 6.3   | 8.7    | 9.5     | 12.0  | 6.9    | 11.6    | 11.3  | 12.0   |
| Jamaica                         | 6  | 0.8x  | 1.3x  | 0.3x   | 1.1x    | 1.0x  | 1.3x   | —x      | —x    | —x     | 9.3x    | 12.2x | 6.0x   | 3.1x    | 4.3x  | 1.8x   |
| Mexico                          | 6  | 1.9   | 2.0   | 1.7    | 1.1     | 1.2   | 1.0    | 1.7     | 1.8   | 1.6    | 1.3     | 1.4   | 1.1    | 2.3     | 2.5   | 2.0    |
| Montserrat                      | 7  | 1.4   | ...   | ...    | 12.5    | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Netherlands Antilles            | 6  | —x  | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    | ...     | ...   | ...    |
| Nicaragua                       | 6  | 17.7  | 18.2  | 17.3   | 10.4    | 11.7  | 9.0    | 8.9     | 9.8   | 8.0    | 13.5    | 13.9  | 13.0   | 4.9     | 5.2   | 4.6    |
| Panama                          | 6  | 5.1   | 4.9   | 5.4    | 3.4     | 3.6   | 3.3    | 2.6     | 2.8   | 2.5    | 3.2     | 3.3   | 3.0    | 3.3     | 3.3   | 3.3    |



Table 7

| PRIMARY EDUCATION COMPLETION    |      |        |                  |                  |                  |                                 |      |        |                 |                 |                 |                                    |                 |                 | Country or territory   |
|---------------------------------|------|--------|------------------|------------------|------------------|---------------------------------|------|--------|-----------------|-----------------|-----------------|------------------------------------|-----------------|-----------------|------------------------|
| SURVIVAL RATE TO GRADE 5 [%]    |      |        |                  |                  |                  | SURVIVAL RATE TO LAST GRADE [%] |      |        |                 |                 |                 | PRIMARY COHORT COMPLETION RATE [%] |                 |                 |                        |
| School year ending in           |      |        |                  |                  |                  | School year ending in           |      |        |                 |                 |                 | School year ending in              |                 |                 |                        |
| 1999                            |      |        | 2004             |                  |                  | 1999                            |      |        | 2004            |                 |                 | 2004                               |                 |                 |                        |
| Total                           | Male | Female | Total            | Male             | Female           | Total                           | Male | Female | Total           | Male            | Female          | Total                              | Male            | Female          |                        |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Cook Islands           |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | DPR Korea              |
| 87                              | 89   | 86     | 99 <sup>Y</sup>  | 100 <sup>Y</sup> | 97 <sup>Y</sup>  | 82                              | 82   | 82     | 96 <sup>Y</sup> | 97 <sup>Y</sup> | 95 <sup>Y</sup> | ...                                | ...             | ...             | Fiji                   |
| ...                             | ...  | ...    | 89               | 92               | 87               | ...                             | ...  | ...    | 85              | 88              | 83              | ...                                | ...             | ...             | Indonesia              |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Japan                  |
| ...                             | ...  | ...    | 82 <sup>Y</sup>  | 76 <sup>Y</sup>  | 88 <sup>Y</sup>  | ...                             | ...  | ...    | 81 <sup>Y</sup> | 75 <sup>Y</sup> | 89 <sup>Y</sup> | ...                                | ...             | ...             | Kiribati               |
| 54                              | 55   | 54     | 63               | 64               | 62               | 54                              | 55   | 54     | 63              | 64              | 62              | 58                                 | 58              | 57              | Lao PDR                |
| ...                             | ...  | ...    | 100 <sup>X</sup> | 99 <sup>X</sup>  | 100 <sup>X</sup> | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Macao, China           |
| ...                             | ...  | ...    | 98 <sup>X</sup>  | 99 <sup>X</sup>  | 98 <sup>X</sup>  | ...                             | ...  | ...    | 98 <sup>X</sup> | 98 <sup>X</sup> | 97 <sup>X</sup> | ...                                | ...             | ...             | Malaysia               |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Marshall Islands       |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Micronesia             |
| ...                             | ...  | ...    | 70               | 68               | 72               | ...                             | ...  | ...    | 70              | 68              | 72              | 70                                 | ...             | ...             | Myanmar                |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Nauru                  |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | New Zealand            |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Niue                   |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Palau                  |
| 65                              | 67   | 62     | 68 <sup>X</sup>  | 68 <sup>X</sup>  | 68 <sup>X</sup>  | 57                              | 60   | 54     | 58 <sup>X</sup> | 59 <sup>X</sup> | 58 <sup>X</sup> | ...                                | ...             | ...             | Papua New Guinea       |
| ...                             | ...  | ...    | 75               | 71               | 80               | ...                             | ...  | ...    | 72              | 66              | 77              | ...                                | ...             | ...             | Philippines            |
| 100                             | 100  | 100    | 99               | 99               | 99               | 100                             | 100  | 100    | 99              | 99              | 99              | ...                                | ...             | ...             | Republic of Korea      |
| 94                              | 91*  | 96*    | ...              | ...              | ...              | 92                              | 91*  | 94*    | ...             | ...             | ...             | ...                                | ...             | ...             | Samoa                  |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Singapore              |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Solomon Islands        |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Thailand               |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Timor-Leste            |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Tokelau                |
| ...                             | ...  | ...    | 77 <sup>Y</sup>  | 75 <sup>Y</sup>  | 80 <sup>Y</sup>  | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Tonga                  |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Tuvalu                 |
| 72                              | 72   | 72     | 78               | ...              | ...              | 69                              | 67   | 71     | 71              | ...             | ...             | ...                                | ...             | ...             | Vanuatu                |
| 83                              | 80   | 86     | 87 <sup>X</sup>  | 87 <sup>X</sup>  | 86 <sup>X</sup>  | 83                              | 80   | 86     | 87 <sup>X</sup> | 87 <sup>X</sup> | 86 <sup>X</sup> | ...                                | ...             | ...             | Viet Nam               |
| Latin America and the Caribbean |      |        |                  |                  |                  |                                 |      |        |                 |                 |                 |                                    |                 |                 |                        |
| ...                             | ...  | ...    | 97               | 94               | 100              | ...                             | ...  | ...    | 93              | ...             | ...             | 88                                 | ...             | ...             | Anguilla               |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Antigua and Barbuda    |
| 90                              | 90   | 90     | 97 <sup>Y</sup>  | 96 <sup>Y</sup>  | 98 <sup>Y</sup>  | 89                              | 88   | 89     | 96 <sup>Y</sup> | 94 <sup>Y</sup> | 97 <sup>Y</sup> | ...                                | ...             | ...             | Argentina              |
| 97                              | 97   | 96     | ...              | ...              | ...              | 97                              | 99   | 95     | 98              | 96              | 99              | 95                                 | 93              | 97              | Aruba                  |
| ...                             | ...  | ...    | 99               | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Bahamas                |
| 93                              | 95   | 92     | ...              | ...              | ...              | 94                              | 95   | 93     | 98              | ...             | ...             | 98                                 | ...             | ...             | Barbados               |
| 78                              | 76   | 79     | ...              | ...              | ...              | 77                              | 77   | 76     | ...             | ...             | ...             | ...                                | ...             | ...             | Belize                 |
| ...                             | ...  | ...    | 93               | ...              | ...              | ...                             | ...  | ...    | 89              | ...             | ...             | ...                                | ...             | ...             | Bermuda                |
| 82                              | 83   | 81     | 85 <sup>Y</sup>  | 85 <sup>Y</sup>  | 85 <sup>Y</sup>  | 80                              | 82   | 77     | 82 <sup>Y</sup> | 83 <sup>Y</sup> | 81 <sup>Y</sup> | 71 <sup>X</sup>                    | 72 <sup>X</sup> | 71 <sup>X</sup> | Bolivia                |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | 80 <sup>Y</sup> | ...             | ...             | ...                                | ...             | ...             | Brazil                 |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | British Virgin Islands |
| ...                             | ...  | ...    | 78               | 77               | 78               | ...                             | ...  | ...    | 78              | ...             | ...             | ...                                | ...             | ...             | Cayman Islands         |
| 100                             | 100  | 100    | 99 <sup>Y</sup>  | 99 <sup>Y</sup>  | 99 <sup>Y</sup>  | 100                             | 99   | 100    | 98 <sup>Y</sup> | 98 <sup>Y</sup> | 98 <sup>Y</sup> | ...                                | ...             | ...             | Chile                  |
| 67                              | 64   | 69     | 81               | 78               | 84               | 67                              | 64   | 69     | 81              | 78              | 84              | 75                                 | 73              | 77              | Colombia               |
| 91                              | 90   | 93     | 87               | 84               | 90               | 88                              | 86   | 89     | 84              | 81              | 87              | 78                                 | 75              | 81              | Costa Rica             |
| 94                              | 94   | 94     | 97               | 96               | 98               | 93                              | 92   | 93     | 97              | 96              | 98              | ...                                | ...             | ...             | Cuba                   |
| 91                              | ...  | ...    | 93               | 94               | 91               | ...                             | ...  | ...    | 89              | ...             | ...             | 83 <sup>Y</sup>                    | 83 <sup>Y</sup> | 83 <sup>Y</sup> | Dominica               |
| 75                              | 71   | 79     | 86               | ...              | ...              | 71                              | 66   | 75     | 83              | ...             | ...             | ...                                | ...             | ...             | Dominican Republic     |
| 77                              | 77   | 77     | 76 <sup>Y</sup>  | 75 <sup>Y</sup>  | 77 <sup>Y</sup>  | 75                              | 74   | 75     | 73 <sup>Y</sup> | 72 <sup>Y</sup> | 73 <sup>Y</sup> | 70 <sup>Y</sup>                    | 70 <sup>Y</sup> | 71 <sup>Y</sup> | Ecuador                |
| 65                              | 64   | 66     | 69               | 67               | 72               | 62                              | 63   | 62     | 66              | 65              | 68              | 48                                 | 46              | 50              | El Salvador            |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | 83 <sup>X</sup> | ...             | ...             | 56 <sup>X</sup>                    | ...             | ...             | Grenada                |
| 56                              | 55   | 58     | 68               | 70               | 66               | 52                              | 50   | 54     | 63              | 64              | 61              | 55 <sup>X</sup>                    | 58 <sup>X</sup> | 53 <sup>X</sup> | Guatemala              |
| 95                              | ...  | ...    | ...              | ...              | ...              | 93                              | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Guyana                 |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Haiti                  |
| ...                             | ...  | ...    | 70               | 67               | 73               | ...                             | ...  | ...    | 62              | 59              | 64              | ...                                | ...             | ...             | Honduras               |
| ...                             | ...  | ...    | 89 <sup>X</sup>  | 86 <sup>X</sup>  | 92 <sup>X</sup>  | ...                             | ...  | ...    | 86 <sup>X</sup> | 82 <sup>X</sup> | 91 <sup>X</sup> | ...                                | ...             | ...             | Jamaica                |
| 89                              | 88   | 90     | 94               | 93               | 94               | 87                              | 86   | 88     | 92              | 91              | 92              | ...                                | ...             | ...             | Mexico                 |
| ...                             | ...  | ...    | ...              | ...              | ...              | ...                             | ...  | ...    | ...             | ...             | ...             | ...                                | ...             | ...             | Montserrat             |
| 84                              | 80   | 88     | ...              | ...              | ...              | 84                              | 78   | 91     | ...             | ...             | ...             | ...                                | ...             | ...             | Netherlands Antilles   |
| 48                              | 44   | 53     | 54               | 51               | 56               | 46                              | 42   | 50     | 51              | 48              | 54              | 47                                 | 44              | 51              | Nicaragua              |
| 92                              | 92   | 92     | 85               | 85               | 86               | 90                              | 90   | 91     | 82              | 82              | 83              | 82                                 | 81              | 83              | Panama                 |

Table 7 (continued)

|                                  |  | DROPOUT RATES BY GRADE IN PRIMARY EDUCATION (%) |                   |                   |                   |                   |                   |                  |                  |                  |                   |                   |                  |                   |                   |                   |
|----------------------------------|--|---|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|------------------|------------------|-------------------|-------------------|------------------|-------------------|-------------------|-------------------|
| Country or territory             | Duration <sup>1</sup> of primary education | School year ending in 2004                      |                   |                   |                   |                   |                   |                  |                  |                  |                   |                   |                  |                   |                   |                   |
|                                  |  | Grade 1   |                   |                   | Grade 2           |                   |                   | Grade 3          |                  |                  | Grade 4           |                   |                  | Grade 5           |                   |                   |
|                                  |  | Total   | Male              | Female            | Total             | Male              | Female            | Total            | Male             | Female           | Total             | Male              | Female           | Total             | Male              | Female            |
| Paraguay                         | 6  | 6.2Y  | 6.7Y              | 5.7Y              | 3.5Y              | 3.9Y              | 3.0Y              | 3.8Y             | 4.0Y             | 3.6Y             | 4.9Y              | 5.5Y              | 4.3Y             | 5.7Y              | 6.0Y              | 5.4Y              |
| Peru                             | 6  | 3.0   | 3.2               | 2.8               | 2.4               | 2.4               | 2.4               | 1.9              | 1.8              | 2.1              | 2.0               | 1.7               | 2.4              | 4.9               | 4.6               | 5.1               |
| Saint Kitts and Nevis            | 7  | 6.2   | 11.1              | 0.9               | 3.0               | 5.9               | —                 | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Saint Lucia                      | 7  | 1.5   | 1.8               | 1.1               | 1.1               | —                 | 2.3               | 0.2              | 0.1              | 0.3              | 1.2               | 1.8               | 0.6              | 2.0               | 3.3               | 0.7               |
| St Vincent/Grenad.               | 7  | 1.0 <sup>x</sup>                                | ...               | ...               | 3.0 <sup>x</sup>  | ...               | ...               | 3.5 <sup>x</sup> | ...              | ...              | 4.2 <sup>x</sup>  | ...               | ...              | 4.2 <sup>x</sup>  | ...               | ...               |
| Suriname                         | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Trinidad and Tobago              | 7  | —*  | —*                | —*                | 3.8*              | 5.1*              | 2.4*              | 3.9*             | 4.7*             | 3.1*             | 1.6*              | 1.4*              | 1.9*             | 4.1*              | 4.3*              | 3.8*              |
| Turks and Caicos Islands         | 6  | 23.4 <sup>x</sup>                               | 30.2 <sup>x</sup> | 17.9 <sup>x</sup> | 20.2 <sup>x</sup> | 10.8 <sup>x</sup> | 27.8 <sup>x</sup> | 8.5 <sup>x</sup> | 9.4 <sup>x</sup> | 7.5 <sup>x</sup> | 12.9 <sup>x</sup> | 20.1 <sup>x</sup> | 2.9 <sup>x</sup> | 2.2 <sup>x</sup>  | — <sup>x</sup>    | 6.5 <sup>x</sup>  |
| Uruguay                          | 6  | 4.5Y  | 5.2Y              | 3.8Y              | 0.9Y              | 1.2Y              | 0.6Y              | 1.1Y             | 1.1Y             | 1.1Y             | 1.5Y              | 1.8Y              | 1.1Y             | 1.7Y              | 1.9Y              | 1.4Y              |
| Venezuela                        | 6  | 2.6   | 3.3               | 1.8               | 1.4               | 2.4               | 0.4               | 1.5              | 2.1              | 0.9              | 2.6               | 3.4               | 1.7              | 2.5               | 3.2               | 1.8               |
| North America and Western Europe |  |   |                   |                   |                   |                   |                   |                  |                  |                  |                   |                   |                  |                   |                   |                   |
| Andorra                          | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Austria                          | 4  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Belgium                          | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Canada                           | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Cyprus                           | 6  | —   | —                 | —                 | —                 | —                 | —                 | —                | —                | —                | —                 | —                 | —                | —                 | —                 | —                 |
| Denmark                          | 6  | 1.0   | 0.8               | 1.3               | 4.8               | 4.8               | 4.9               | 1.6              | 1.6              | 1.6              | —                 | —                 | —                | 1.4               | 1.5               | 1.3               |
| Finland                          | 6  | 0.0   | 0.3               | —                 | —                 | —                 | —                 | —                | —                | —                | —                 | —                 | —                | —                 | —                 | —                 |
| France                           | 5  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Germany                          | 4  | —   | —                 | —                 | 0.5               | 0.6               | 0.3               | 0.4              | 0.4              | 0.3              | ...               | ...               | ...              | ...               | ...               | ...               |
| Greece                           | 6  | 1.2   | 1.5               | 1.0               | 0.2               | 0.4               | 0.0               | —                | —                | —                | —                 | —                 | —                | —                 | —                 | —                 |
| Iceland                          | 7  | — <sup>x</sup>                                  | — <sup>x</sup>    | — <sup>x</sup>    | 0.3 <sup>x</sup>  | 0.9 <sup>x</sup>  | — <sup>x</sup>    | — <sup>x</sup>   | — <sup>x</sup>   | — <sup>x</sup>   | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>   | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    |
| Ireland                          | 8  | —Y  | —Y                | —Y                | —Y                | —Y                | —Y                | —Y               | —Y               | —Y               | —Y                | —Y                | —Y               | —Y                | —Y                | —Y                |
| Israel                           | 6  | —   | —                 | —                 | —                 | —                 | —                 | —                | —                | —                | —                 | —                 | —                | 0.2               | 0.3               | 0.1               |
| Italy                            | 5  | —   | —                 | —                 | —                 | —                 | —                 | —                | —                | —                | —                 | —                 | —                | ...               | ...               | ...               |
| Luxembourg                       | 6  | 2.3 <sup>x</sup>                                | 2.0 <sup>x</sup>  | 2.7 <sup>x</sup>  | 0.8 <sup>x</sup>  | 0.9 <sup>x</sup>  | 0.6 <sup>x</sup>  | 1.8 <sup>x</sup> | 3.6 <sup>x</sup> | — <sup>x</sup>   | 2.8 <sup>x</sup>  | 1.8 <sup>x</sup>  | 3.8 <sup>x</sup> | 10.6 <sup>x</sup> | 12.5 <sup>x</sup> | 8.7 <sup>x</sup>  |
| Malta                            | 6  | 0.9 <sup>x</sup>                                | 0.5 <sup>x</sup>  | 1.2 <sup>x</sup>  | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>   | — <sup>x</sup>   | — <sup>x</sup>   | 0.3 <sup>x</sup>  | 0.8 <sup>x</sup>  | — <sup>x</sup>   | 0.3 <sup>x</sup>  | 0.2 <sup>x</sup>  | 0.4 <sup>x</sup>  |
| Monaco                           | 5  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Netherlands                      | 6  | — <sup>x</sup>                                  | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>   | — <sup>x</sup>   | — <sup>x</sup>   | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>   | 1.9 <sup>x</sup>  | 1.3 <sup>x</sup>  | 2.6 <sup>x</sup>  |
| Norway                           | 7  | —   | —                 | —                 | —                 | —                 | —                 | —                | —                | —                | —                 | —                 | —                | —                 | —                 | —                 |
| Portugal                         | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| San Marino                       | 5  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Spain                            | 6  | —   | —                 | —                 | —                 | —                 | —                 | —                | —                | —                | —                 | —                 | —                | —                 | —                 | —                 |
| Sweden                           | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Switzerland                      | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| United Kingdom                   | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| United States                    | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| South and West Asia              |  |   |                   |                   |                   |                   |                   |                  |                  |                  |                   |                   |                  |                   |                   |                   |
| Afghanistan                      | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Bangladesh                       | 5  | 14.6Y   | 17.6Y             | 11.2Y             | 9.9Y              | 11.4Y             | 8.3Y              | 5.8Y             | 5.2Y             | 6.4Y             | 7.2Y              | 5.5Y              | 8.9Y             | ...               | ...               | ...               |
| Bhutan                           | 7  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| India                            | 5  | 14.4Y   | 14.0Y             | 14.9Y             | 4.4Y              | 3.6Y              | 5.2Y              | 4.4Y             | 4.0Y             | 4.9Y             | —Y                | —Y                | —Y               | ...               | ...               | ...               |
| Iran, Islamic Republic of        | 5  | —   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Maldives                         | 7  | —   | —                 | —                 | 0.7               | —                 | 2.3               | 8.2              | 13.7             | 1.7              | —                 | —                 | —                | 0.1               | 1.1               | —                 |
| Nepal                            | 5  | 10.8  | 12.2*             | 9.3*              | 0.3               | 1.1*              | —*                | 1.3              | 1.5*             | 1.0*             | 2.1               | 2.8*              | 1.4*             | ...               | ...               | ...               |
| Pakistan                         | 5  | 15.3  | 15.4              | 15.1              | 4.7               | 6.1               | 2.5               | 3.8              | 4.7              | 2.5              | 9.2               | 9.1               | 9.4              | ...               | ...               | ...               |
| Sri Lanka                        | 5  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Sub-Saharan Africa               |  |   |                   |                   |                   |                   |                   |                  |                  |                  |                   |                   |                  |                   |                   |                   |
| Angola                           | 4  | ...   | ...               | ...               | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Benin                            | 6  | 18.3  | 18.0              | 18.7              | 11.3              | 11.0              | 11.7              | 10.6             | 10.6             | 10.7             | 11.5              | 10.4              | 13.0             | 8.1               | 7.5               | 8.9               |
| Botswana                         | 7  | 4.7Y  | 5.2Y              | 4.2Y              | 1.3Y              | 1.8Y              | 0.8Y              | 3.5Y             | 3.8Y             | 3.2Y             | —Y                | —Y                | —Y               | 1.8Y              | 2.3Y              | 1.3Y              |
| Burkina Faso                     | 6  | 9.6   | 8.5               | 10.8              | 3.4               | 3.5               | 3.2               | 6.2              | 6.7              | 5.6              | 5.1               | 5.8               | 4.1              | 7.4               | 8.1               | 6.6               |
| Burundi                          | 6  | 10.0  | 9.5               | 10.4              | 5.0               | 5.3               | 4.6               | 5.8              | 6.4              | 5.1              | 4.3               | 4.9               | 3.7              | 5.2               | 6.4               | 3.7               |
| Cameroon                         | 6  | 17.3 <sup>x</sup>                               | 17.9 <sup>x</sup> | 16.6 <sup>x</sup> | 2.3 <sup>x</sup>  | 0.4 <sup>x</sup>  | 4.5 <sup>x</sup>  | 3.1 <sup>x</sup> | 3.8 <sup>x</sup> | 2.4 <sup>x</sup> | 5.2 <sup>x</sup>  | 4.9 <sup>x</sup>  | 5.5 <sup>x</sup> | 4.8 <sup>x</sup>  | 4.0 <sup>x</sup>  | 5.8 <sup>x</sup>  |
| Cape Verde                       | 6  | —   | ...               | ...               | 1.6               | ...               | ...               | 1.7              | ...              | ...              | 4.1               | ...               | ...              | 4.2               | ...               | ...               |
| Central African Republic         | 6  | 21.4Y   | 19.4Y             | 24.3Y             | ...               | ...               | ...               | ...              | ...              | ...              | ...               | ...               | ...              | ...               | ...               | ...               |
| Chad                             | 6  | 20.0  | 18.9              | 21.6              | 12.2              | 11.2              | 13.5              | 22.4             | 25.3             | 17.8             | 19.7              | 18.3              | 21.9             | 17.6              | 15.9              | 20.3              |
| Comoros                          | 6  | 1.4   | 1.7               | 1.2               | 2.2               | 2.3               | 2.2               | 3.2              | 4.1              | 2.3              | 7.0               | 6.1               | 8.2              | 7.4               | 8.8               | 5.9               |
| Congo                            | 6  | 6.3 <sup>x</sup>                                | 5.8 <sup>x</sup>  | 6.8 <sup>x</sup>  | 1.2 <sup>x</sup>  | 1.4 <sup>x</sup>  | 0.9 <sup>x</sup>  | 9.6 <sup>x</sup> | 9.9 <sup>x</sup> | 9.3 <sup>x</sup> | 8.2 <sup>x</sup>  | 8.6 <sup>x</sup>  | 7.7 <sup>x</sup> | 10.9 <sup>x</sup> | 9.9 <sup>x</sup>  | 11.9 <sup>x</sup> |

Table 7

| PRIMARY EDUCATION COMPLETION     |      |        |       |      |        |                                 |      |        |       |      |        |                                    |      |        | Country or territory      |
|----------------------------------|------|--------|-------|------|--------|---------------------------------|------|--------|-------|------|--------|------------------------------------|------|--------|---------------------------|
| SURVIVAL RATE TO GRADE 5 [%]     |      |        |       |      |        | SURVIVAL RATE TO LAST GRADE [%] |      |        |       |      |        | PRIMARY COHORT COMPLETION RATE [%] |      |        |                           |
| School year ending in            |      |        |       |      |        | School year ending in           |      |        |       |      |        | School year ending in              |      |        |                           |
| 1999                             |      |        | 2004  |      |        | 1999                            |      |        | 2004  |      |        | 2004                               |      |        |                           |
| Total                            | Male | Female | Total | Male | Female | Total                           | Male | Female | Total | Male | Female | Total                              | Male | Female |                           |
| 78                               | 76   | 80     | 81Y   | 79Y  | 83Y    | 73                              | 71   | 76     | 76Y   | 74Y  | 79Y    | ...                                | ...  | ...    | Paraguay                  |
| 87                               | 88   | 87     | 90    | 90   | 90     | 83                              | 84   | 82     | 85    | 86   | 85     | ...                                | ...  | ...    | Peru                      |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Saint Kitts and Nevis     |
| 90                               | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | 96    | 95   | 97     | ...                                | ...  | ...    | Saint Lucia               |
| ...                              | ...  | ...    | 88X   | ...  | ...    | ...                             | ...  | ...    | 79X   | ...  | ...    | ...                                | ...  | ...    | St Vincent/Grenad.        |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Suriname                  |
| ...                              | ...  | ...    | 91*   | 90*  | 92*    | ...                             | ...  | ...    | 84*   | 80*  | 87*    | ...                                | ...  | ...    | Trinidad and Tobago       |
| ...                              | ...  | ...    | 46X   | 42X  | 51X    | ...                             | ...  | ...    | 45X   | 43X  | 48X    | ...                                | ...  | ...    | Turks and Caicos Islands  |
| ...                              | ...  | ...    | 91Y   | 90Y  | 93Y    | ...                             | ...  | ...    | 90Y   | 88Y  | 91Y    | ...                                | ...  | ...    | Uruguay                   |
| 91                               | 88   | 94     | 91    | 88   | 95     | 88                              | 84   | 92     | 89    | 85   | 93     | 79X                                | 76X  | 82X    | Venezuela                 |
| North America and Western Europe |      |        |       |      |        |                                 |      |        |       |      |        |                                    |      |        |                           |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Andorra                   |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Austria                   |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Belgium                   |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Canada                    |
| 96                               | 95   | 97     | ...   | ...  | ...    | 96                              | 95   | 97     | 100   | 100  | 99     | ...                                | ...  | ...    | Cyprus                    |
| 100                              | 100  | 100    | 93    | 93   | 93     | 100                             | 100  | 100    | 92    | 92   | 92     | ...                                | ...  | ...    | Denmark                   |
| 100                              | 100  | 100    | ...   | ...  | ...    | 100                             | 100  | 100    | 99    | 99   | 100    | ...                                | ...  | ...    | Finland                   |
| 98                               | 98   | 97     | ...   | ...  | ...    | 98                              | 98   | 97     | ...   | ...  | ...    | ...                                | ...  | ...    | France                    |
| ...                              | ...  | ...    | ...   | ...  | ...    | 99                              | 99   | 100    | 99    | 99   | 100    | ...                                | ...  | ...    | Germany                   |
| ...                              | ...  | ...    | 99    | 98   | 100    | ...                             | ...  | ...    | 99    | 98   | 100    | ...                                | ...  | ...    | Greece                    |
| 100                              | 100  | 100    | 100X  | 100X | 99X    | 100                             | ...  | ...    | 100X  | 99X  | 100X   | ...                                | ...  | ...    | Iceland                   |
| 95                               | 94   | 97     | 100Y  | 100Y | 100Y   | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Ireland                   |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | 100   | 100  | 100    | ...                                | ...  | ...    | Israel                    |
| 97                               | ...  | ...    | 100   | 100  | 100    | 97                              | ...  | ...    | 100   | 100  | 100    | ...                                | ...  | ...    | Italy                     |
| 96                               | 93   | 100    | 92X   | 91X  | 93X    | 89                              | 84   | 94     | 82X   | 79X  | 85X    | ...                                | ...  | ...    | Luxembourg                |
| 99                               | 100  | 99     | 99X   | 99X  | 100X   | 99                              | ...  | ...    | 99X   | 99X  | 100X   | ...                                | ...  | ...    | Malta                     |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Monaco                    |
| 100                              | 100  | 100    | 100X  | 100X | 100X   | 100                             | 100  | 100    | 98X   | 99X  | 98X    | ...                                | ...  | ...    | Netherlands               |
| 100                              | 100  | 100    | 100   | 100  | 100    | 100                             | 100  | 100    | 100   | 100  | 100    | ...                                | ...  | ...    | Norway                    |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Portugal                  |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | San Marino                |
| ...                              | ...  | ...    | 100   | 100  | 100    | ...                             | ...  | ...    | 100   | 100  | 100    | ...                                | ...  | ...    | Spain                     |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Sweden                    |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Switzerland               |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | United Kingdom            |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | United States             |
| South and West Asia              |      |        |       |      |        |                                 |      |        |       |      |        |                                    |      |        |                           |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Afghanistan               |
| 65                               | 60   | 70     | 65Y   | 63Y  | 67Y    | 65                              | 60   | 70     | 65Y   | 63Y  | 67Y    | 55Y                                | 52Y  | 58Y    | Bangladesh                |
| 90                               | 89   | 92     | ...   | ...  | ...    | 81                              | 78   | 86     | ...   | ...  | ...    | ...                                | ...  | ...    | Bhutan                    |
| 62                               | 63   | 60     | 79Y   | 81Y  | 76Y    | 62                              | 63   | 60     | 79Y   | 81Y  | 76Y    | ...                                | ...  | ...    | India                     |
| ...                              | ...  | ...    | 88X   | 88X  | 87X    | ...                             | ...  | ...    | 88X   | 88X  | 87X    | ...                                | ...  | ...    | Iran, Islamic Republic of |
| ...                              | ...  | ...    | 92    | 89   | 96     | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Maldives                  |
| 58                               | 56   | 61     | 79    | 75   | 83     | 58                              | 56   | 61     | 79    | 75   | 83     | 39                                 | 35   | 43     | Nepal                     |
| ...                              | ...  | ...    | 70    | 68   | 72     | ...                             | ...  | ...    | 70    | 68   | 72     | 48                                 | 47   | 51     | Pakistan                  |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Sri Lanka                 |
| Sub-Saharan Africa               |      |        |       |      |        |                                 |      |        |       |      |        |                                    |      |        |                           |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Angola                    |
| ...                              | ...  | ...    | 52    | 53   | 50     | ...                             | ...  | ...    | 46    | 48   | 44     | 36                                 | 38   | 34     | Benin                     |
| 87                               | 84   | 89     | 90Y   | 89Y  | 92Y    | 82                              | 79   | 86     | 85Y   | 83Y  | 88Y    | 79Y                                | ...  | ...    | Botswana                  |
| 68                               | 67   | 70     | 76    | 75   | 76     | 61                              | 59   | 63     | 69    | 68   | 70     | ...                                | ...  | ...    | Burkina Faso              |
| ...                              | ...  | ...    | 67    | 66   | 68     | ...                             | ...  | ...    | 59    | 57   | 61     | 36                                 | 38   | 32     | Burundi                   |
| 81                               | ...  | ...    | 64X   | 64X  | 63X    | 78                              | ...  | ...    | 59X   | 60X  | 58X    | 53X                                | ...  | ...    | Cameroon                  |
| ...                              | ...  | ...    | 93    | ...  | ...    | ...                             | ...  | ...    | 88    | ...  | ...    | 82                                 | ...  | ...    | Cape Verde                |
| ...                              | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | ...    | Central African Republic  |
| 55                               | 58   | 50     | 33    | 34   | 32     | 47                              | 50   | 41     | 26    | 27   | 23     | ...                                | ...  | ...    | Chad                      |
| ...                              | ...  | ...    | 80    | 79   | 81     | ...                             | ...  | ...    | 72    | 69   | 74     | ...                                | ...  | ...    | Comoros                   |
| ...                              | ...  | ...    | 66X   | 65X  | 67X    | ...                             | ...  | ...    | 55X   | 55X  | 55X    | ...                                | ...  | ...    | Congo                     |

Table 7 (continued)

| Country or territory         | Duration <sup>1</sup><br>of primary<br>education | DROPOUT RATES BY GRADE IN PRIMARY EDUCATION (%) |                   |                   |                   |                   |                   |                   |                   |                  |                   |                   |                   |                   |                   |                   |
|------------------------------|--|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|                              |  | School year ending in 2004                      |                   |                   |                   |                   |                   |                   |                   |                  |                   |                   |                   |                   |                   |                   |
|                              |  | Grade 1   |                   |                   | Grade 2           |                   |                   | Grade 3           |                   |                  | Grade 4           |                   |                   | Grade 5           |                   |                   |
|                              |  | Total   | Male              | Female            | Total             | Male              | Female            | Total             | Male              | Female           | Total             | Male              | Female            | Total             | Male              | Female            |
| Côte d'Ivoire                | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...               | ...               | ...              | ...               | ...               | ...               | ...               | ...               | ...               |
| Democratic Rep. of the Congo | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...               | ...               | ...              | ...               | ...               | ...               | ...               | ...               | ...               |
| Equatorial Guinea            | 5  | ...   | ...               | ...               | ...               | ...               | ...               | ...               | ...               | ...              | ...               | ...               | ...               | ...               | ...               | ...               |
| Eritrea                      | 5  | 6.7   | 6.3               | 7.2               | 3.6               | 2.6               | 4.9               | 3.5               | 2.3               | 5.0              | 5.4               | 3.6               | 7.7               | ...               | ...               | ...               |
| Ethiopia                     | 4  | 15.5  | 15.5              | 15.6              | 6.4               | 7.0               | 5.7               | 4.5               | 5.2               | 3.8              | ...               | ...               | ...               | ...               | ...               | ...               |
| Gabon                        | 6  | 3.6 <sup>x</sup>                                | 3.6 <sup>x</sup>  | 3.6 <sup>x</sup>  | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    | 6.7 <sup>x</sup>  | 6.4 <sup>x</sup>  | 7.0 <sup>x</sup> | 9.0 <sup>x</sup>  | 8.9 <sup>x</sup>  | 9.1 <sup>x</sup>  | 12.5 <sup>x</sup> | 13.2 <sup>x</sup> | 11.8 <sup>x</sup> |
| Gambia                       | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...               | ...               | ...              | ...               | ...               | ...               | ...               | ...               | ...               |
| Ghana                        | 6  | 10.4 <sup>x</sup>                               | 9.5 <sup>x</sup>  | 11.4 <sup>x</sup> | 11.3 <sup>x</sup> | 14.9 <sup>x</sup> | 7.3 <sup>x</sup>  | 8.0 <sup>x</sup>  | 7.4 <sup>x</sup>  | 8.6 <sup>x</sup> | 10.8 <sup>x</sup> | 10.3 <sup>x</sup> | 11.3 <sup>x</sup> | 5.0 <sup>x</sup>  | 10.1 <sup>x</sup> | — <sup>x</sup>    |
| Guinea                       | 6  | 1.1   | —                 | 2.4               | 6.4               | 5.4               | 7.7               | 7.6               | 7.4               | 7.9              | 8.7               | 8.8               | 8.6               | 6.8               | 6.1               | 7.8               |
| Guinea-Bissau                | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...               | ...               | ...              | ...               | ...               | ...               | ...               | ...               | ...               |
| Kenya                        | 6  | 9.1   | 9.9               | 8.3               | 5.9               | 6.6               | 5.1               | —                 | —                 | —                | 4.0               | 4.2               | 3.8               | —                 | ...               | ...               |
| Lesotho                      | 7  | —   | ...               | ...               | 12.9              | ...               | ...               | 4.2               | ...               | ...              | 6.8               | ...               | ...               | 9.5               | ...               | ...               |
| Liberia                      | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...               | ...               | ...              | ...               | ...               | ...               | ...               | ...               | ...               |
| Madagascar                   | 5  | 27.1  | 27.1              | 27.0              | 7.6               | 7.7               | 7.6               | 9.9               | 9.6               | 10.2             | 17.4              | 17.3              | 17.6              | ...               | ...               | ...               |
| Malawi                       | 6  | 23.2  | 21.3              | 24.9              | 7.4               | 7.7               | 7.1               | 15.7              | 14.8              | 16.5             | 13.2              | 13.1              | 13.3              | 16.9              | 16.2              | 17.6              |
| Mali                         | 6  | 3.6   | 3.5               | 3.8               | 0.7               | —                 | 1.5               | 3.2               | 2.2               | 4.6              | 3.6               | 3.0               | 4.5               | 5.4               | 4.1               | 7.2               |
| Mauritius                    | 6  | 0.7   | 0.7               | 0.7               | 0.2               | 0.1               | 0.4               | 1.0               | 0.9               | 1.0              | 1.1               | 1.3               | 0.9               | 1.2               | 1.6               | 0.7               |
| Mozambique                   | 7  | 12.6  | 11.4              | 13.8              | 8.3               | 7.3               | 9.4               | 8.1               | 7.3               | 8.9              | 10.0              | 8.5               | 12.0              | 15.8              | 15.2              | 16.6              |
| Namibia                      | 7  | 6.3   | 6.9               | 5.7               | 1.6               | 1.8               | 1.4               | 2.0               | 2.3               | 1.8              | 2.4               | 2.8               | 2.1               | 5.1               | 6.0               | 4.1               |
| Niger                        | 6  | 6.2   | 6.3               | 6.1               | 17.4              | 16.7              | 18.2              | 8.6               | 8.0               | 9.7              | 6.8               | 7.0               | 6.7               | 7.2               | 7.1               | 7.5               |
| Nigeria                      | 6  | 8.7 <sup>y</sup>                                | 9.1 <sup>y</sup>  | 8.3 <sup>y</sup>  | 2.7 <sup>y</sup>  | 3.0 <sup>y</sup>  | 2.3 <sup>y</sup>  | 7.1 <sup>y</sup>  | 7.4 <sup>y</sup>  | 6.7 <sup>y</sup> | 11.1 <sup>y</sup> | 12.0 <sup>y</sup> | 9.9 <sup>y</sup>  | 13.5 <sup>y</sup> | 13.3 <sup>y</sup> | 13.7 <sup>y</sup> |
| Rwanda                       | 6  | 21.0 <sup>y</sup>                               | 21.4 <sup>y</sup> | 20.5 <sup>y</sup> | 11.7 <sup>y</sup> | 11.7 <sup>y</sup> | 11.7 <sup>y</sup> | 10.8 <sup>y</sup> | 13.4 <sup>y</sup> | 8.3 <sup>y</sup> | 12.4 <sup>y</sup> | 13.8 <sup>y</sup> | 11.0 <sup>y</sup> | 24.9 <sup>y</sup> | 23.9 <sup>y</sup> | 25.9 <sup>y</sup> |
| Sao Tome and Principe        | 6  | 2.5   | 2.3               | 2.8               | 3.1               | 2.8               | 3.5               | 3.0               | 2.6               | 3.4              | 11.0              | 12.1              | 9.8               | 8.8               | 7.6               | 9.8               |
| Senegal                      | 6  | 11.7  | 10.8              | 12.6              | 6.4               | 5.8               | 6.9               | 6.3               | 6.1               | 6.5              | 2.7               | 2.5               | 2.8               | 11.0              | 10.2              | 11.9              |
| Seychelles                   | 6  | — <sup>x</sup>                                  | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    | 0.4 <sup>x</sup>  | 0.4 <sup>x</sup>  | 0.4 <sup>x</sup> | 0.6 <sup>x</sup>  | 1.5 <sup>x</sup>  | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    | — <sup>x</sup>    |
| Sierra Leone                 | 6  | ...   | ...               | ...               | ...               | ...               | ...               | ...               | ...               | ...              | ...               | ...               | ...               | ...               | ...               | ...               |
| Somalia                      | 7  | ...   | ...               | ...               | ...               | ...               | ...               | ...               | ...               | ...              | ...               | ...               | ...               | ...               | ...               | ...               |
| South Africa                 | 7  | 10.0 <sup>y</sup>                               | 10.6 <sup>y</sup> | 9.4 <sup>y</sup>  | 2.9 <sup>y</sup>  | 3.1 <sup>y</sup>  | 2.7 <sup>y</sup>  | 1.7 <sup>y</sup>  | 1.1 <sup>y</sup>  | 2.3 <sup>y</sup> | 2.2 <sup>y</sup>  | 2.7 <sup>y</sup>  | 1.6 <sup>y</sup>  | 2.6 <sup>y</sup>  | 2.9 <sup>y</sup>  | 2.2 <sup>y</sup>  |
| Swaziland                    | 7  | 6.1 <sup>x</sup>                                | 6.5 <sup>x</sup>  | 5.7 <sup>x</sup>  | 3.3 <sup>x</sup>  | 5.3 <sup>x</sup>  | 1.0 <sup>x</sup>  | 5.1 <sup>x</sup>  | 4.5 <sup>x</sup>  | 5.9 <sup>x</sup> | 6.3 <sup>x</sup>  | 6.7 <sup>x</sup>  | 5.8 <sup>x</sup>  | 8.1 <sup>x</sup>  | 15.1 <sup>x</sup> | 0.1 <sup>x</sup>  |
| Togo                         | 6  | 6.5   | 6.0               | 7.1               | 2.5               | 1.7               | 3.5               | 6.0               | 5.2               | 7.0              | 5.5               | 4.1               | 7.3               | 6.0               | 4.0               | 8.7               |
| Uganda                       | 7  | 31.6  | 32.8              | 30.5              | 3.9               | 4.7               | 3.0               | 7.1               | 4.5               | 9.6              | 11.4              | 11.7              | 11.1              | 15.2              | 14.4              | 16.0              |
| United Republic of Tanzania  | 7  | <b>1.7</b>                                      | <b>1.6</b>        | <b>1.8</b>        | <b>1.8</b>        | <b>1.2</b>        | <b>2.4</b>        | <b>2.1</b>        | <b>3.3</b>        | <b>0.8</b>       | <b>8.9</b>        | <b>9.8</b>        | <b>7.9</b>        | <b>2.0</b>        | <b>2.3</b>        | <b>1.6</b>        |
| Zambia                       | 7  | —   | —                 | —                 | ...               | ...               | ...               | ...               | ...               | ...              | ...               | ...               | ...               | ...               | ...               | ...               |
| Zimbabwe                     | 7  | 15.3 <sup>x</sup>                               | 15.6 <sup>x</sup> | 14.9 <sup>x</sup> | 11.1 <sup>x</sup> | 11.8 <sup>x</sup> | 10.4 <sup>x</sup> | 6.0 <sup>x</sup>  | 6.4 <sup>x</sup>  | 5.5 <sup>x</sup> | 1.7 <sup>x</sup>  | 2.1 <sup>x</sup>  | 1.2 <sup>x</sup>  | 2.3 <sup>x</sup>  | 2.0 <sup>x</sup>  | 2.7 <sup>x</sup>  |

|                            |     |      |      |      |     |     |      |     |     |     |     |     |     |     |     |     |
|----------------------------|-----|------|------|------|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| World <sup>2</sup>         | ... | 2.2  | 1.7  | 2.7  | 1.4 | 0.9 | 2.2  | 1.7 | 1.1 | 2.3 | 2.6 | 2.4 | 2.8 | 1.9 | 1.3 | 2.6 |
| Countries in transition    | ... | 0.5  | 0.5  | 0.6  | 0.9 | 0.9 | 0.9  | 0.7 | 0.4 | 0.6 | ... | ... | ... | .   | .   | .   |
| Developed countries        | ... | 0.9  | 0.8  | 1.1  | 0.2 | 0.3 | 0.0  | 0.2 | 0.3 | 0.0 | ... | ... | ... | .   | .   | .   |
| Developing countries       | ... | 5.2  | 5.4  | 4.9  | 2.4 | 2.4 | 2.4  | 3.2 | 2.2 | 4.6 | 3.4 | ... | ... | 3.3 | 3.3 | 3.3 |
| Arab States                | ... | 0.9  | 1.3  | 1.2  | 0.6 | 0.5 | 0.5  | 0.6 | 0.7 | 0.6 | 1.7 | 2.1 | 1.5 | 2.2 | 2.8 | 2.1 |
| Central and Eastern Europe | ... | 1.0  | 1.1  | 0.9  | 0.3 | 0.2 | 0.3  | 0.4 | 0.5 | 0.4 | ... | ... | ... | .   | .   | .   |
| Central Asia               | ... | 0.8  | 0.8  | 0.8  | 1.0 | 1.0 | 1.1  | 0.9 | 0.4 | 0.9 | ... | ... | ... | .   | .   | .   |
| East Asia and the Pacific  | ... | 6.4  | 6.0  | 6.8  | ... | ... | ...  | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| East Asia                  | ... | 3.6  | 3.5  | 3.7  | 2.7 | 3.4 | 1.91 | 2.6 | 3.1 | 2.1 | 1.9 | 1.8 | 1.4 | ... | ... | ... |
| Pacific                    | ... | ...  | ...  | ...  | ... | ... | ...  | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Latin America/Caribbean    | ... | 2.4  | 2.5  | 2.3  | 2.0 | ... | ...  | 2.5 | 3.2 | 1.7 | 2.4 | 3.0 | 1.8 | 2.9 | 3.0 | 2.8 |
| Caribbean                  | ... | 1.5  | 1.8  | 1.1  | 1.3 | 2.0 | 1.7  | 2.3 | 3.6 | 0.9 | 1.2 | 1.8 | 0.6 | 2.1 | 1.7 | 3.6 |
| Latin America              | ... | 5.2  | 5.9  | 4.5  | 2.2 | 2.9 | 1.4  | 2.6 | 2.8 | 2.5 | 2.9 | 2.9 | 2.9 | 3.2 | ... | ... |
| N. America/W. Europe       | ... | —    | —    | —    | —   | —   | —    | —   | —   | —   | —   | —   | —   | —   | —   | —   |
| South and West Asia        | ... | 12.6 | 13.1 | 12.1 | 4.4 | 3.6 | 5.2  | 4.4 | 4.7 | 2.5 | 2.1 | 2.8 | 1.4 | ... | ... | ... |
| Sub-Saharan Africa         | ... | 7.7  | 7.7  | 7.8  | 3.5 | 3.1 | 4.0  | 5.9 | 6.4 | 5.3 | 6.8 | ... | ... | 7.2 | 7.1 | 7.5 |

1. Duration in this table is defined according to ISCED97 and may differ from that reported nationally.  
2. All values shown are medians.  
Data in italic are UIS estimates.  
Data in bold are for the school year ending in 2005.

(y) Data are for the school year ending in 2003.  
(x) Data are for the school year ending in 2002.  
(\*) National estimates.

Table 7

|     | PRIMARY EDUCATION COMPLETION |      |        |       |      |        |                                 |      |        |       |      |        |                                    |      |                              | Country or territory |
|-----|------------------------------|------|--------|-------|------|--------|---------------------------------|------|--------|-------|------|--------|------------------------------------|------|------------------------------|----------------------|
|     | SURVIVAL RATE TO GRADE 5 [%] |      |        |       |      |        | SURVIVAL RATE TO LAST GRADE [%] |      |        |       |      |        | PRIMARY COHORT COMPLETION RATE [%] |      |                              |                      |
|     | School year ending in        |      |        |       |      |        | School year ending in           |      |        |       |      |        | School year ending in              |      |                              |                      |
|     | 1999                         |      |        | 2004  |      |        | 1999                            |      |        | 2004  |      |        | 2004                               |      |                              |                      |
|     | Total                        | Male | Female | Total | Male | Female | Total                           | Male | Female | Total | Male | Female | Total                              | Male | Female                       |                      |
| 69  | 73                           | 65   | ...    | ...   | ...  | 62     | 67                              | 56   | ...    | ...   | ...  | ...    | ...                                | ...  | Côte d'Ivoire                |                      |
| ... | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | Democratic Rep. of the Congo |                      |
| ... | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | Equatorial Guinea            |                      |
| 95  | 97                           | 93   | 79     | 83    | 74   | 95     | 97                              | 93   | 79     | 83    | 74   | 76Y    | 82Y                                | 68Y  | Eritrea                      |                      |
| ... | ...                          | ...  | ...    | ...   | ...  | 62     | 61                              | 63   | 73     | 72    | 75   | ...    | ...                                | ...  | Ethiopia                     |                      |
| ... | ...                          | ...  | 69X    | 68X   | 71X  | ...    | ...                             | ...  | 56X    | 54X   | 57X  | ...    | ...                                | ...  | Gabon                        |                      |
| ... | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | Gambia                       |                      |
| ... | ...                          | ...  | 63X    | 62X   | 65X  | ...    | ...                             | ...  | 60X    | 55X   | 65X  | 49X    | 46X                                | 53X  | Ghana                        |                      |
| ... | ...                          | ...  | 76     | 78    | 73   | ...    | ...                             | ...  | 71     | 73    | 67   | 65Y    | 69Y                                | 59Y  | Guinea                       |                      |
| ... | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | Guinea-Bissau                |                      |
| ... | ...                          | ...  | 83     | 81    | 85   | ...    | ...                             | ...  | 84     | ...   | ...  | 71     | ...                                | ...  | Kenya                        |                      |
| 74  | 67                           | 80   | 73     | ...   | ...  | 58     | 50                              | 66   | 61     | ...   | ...  | 56     | ...                                | ...  | Lesotho                      |                      |
| ... | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | Liberia                      |                      |
| 51  | 51                           | 52   | 43     | 43    | 43   | 51     | 51                              | 52   | 43     | 43    | 43   | 34     | ...                                | ...  | Madagascar                   |                      |
| 49  | 55                           | 43   | 42     | 44    | 41   | 37     | 39                              | 34   | 34     | 35    | 32   | ...    | ...                                | ...  | Malawi                       |                      |
| 78  | 79                           | 77   | 87     | 90    | 83   | 66     | 67                              | 63   | 80     | 84    | 74   | 64     | 69                                 | 57   | Mali                         |                      |
| 99  | 100                          | 99   | 97     | 97    | 97   | 99     | 100                             | 99   | 96     | 95    | 96   | ...    | ...                                | ...  | Mauritius                    |                      |
| 43  | 47                           | 37   | 62     | 66    | 58   | 28     | 31                              | 25   | 46     | 49    | 42   | ...    | ...                                | ...  | Mozambique                   |                      |
| 92  | 92                           | 93   | 86     | 84    | 88   | 82     | 79                              | 84   | 76     | 73    | 79   | 63Y    | 59Y                                | 67Y  | Namibia                      |                      |
| ... | ...                          | ...  | 65     | 66    | 64   | ...    | ...                             | ...  | 60     | 61    | 58   | 39     | 40                                 | 36   | Niger                        |                      |
| ... | ...                          | ...  | 73Y    | 71Y   | 75Y  | ...    | ...                             | ...  | 63Y    | 61Y   | 64Y  | ...    | ...                                | ...  | Nigeria                      |                      |
| 45  | ...                          | ...  | 46Y    | 43Y   | 49Y  | 30     | ...                             | ...  | 31Y    | 30Y   | 32Y  | 13Y    | 15Y                                | 12Y  | Rwanda                       |                      |
| ... | ...                          | ...  | 76     | 76    | 77   | ...    | ...                             | ...  | 68     | 68    | 68   | ...    | ...                                | ...  | Sao Tome and Principe        |                      |
| ... | ...                          | ...  | 73     | 75    | 71   | ...    | ...                             | ...  | 64     | 66    | 62   | 34     | 36                                 | 31   | Senegal                      |                      |
| 99  | 98                           | 100  | ...    | ...   | ...  | 99     | 99                              | 100  | 99X    | 98X   | 100X | ...    | ...                                | ...  | Seychelles                   |                      |
| ... | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | Sierra Leone                 |                      |
| ... | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | Somalia                      |                      |
| 65  | 65                           | 64   | 82Y    | 82Y   | 83Y  | 57     | 59                              | 56   | 77Y    | 75Y   | 79Y  | ...    | ...                                | ...  | South Africa                 |                      |
| 80  | 72                           | 88   | 77X    | 74X   | 80X  | 64     | 62                              | 66   | 61X    | 53X   | 71X  | 58X    | 50X                                | 69X  | Swaziland                    |                      |
| ... | ...                          | ...  | 75     | 79    | 70   | ...    | ...                             | ...  | 68     | 74    | 62   | 63     | 70                                 | 55   | Togo                         |                      |
| ... | ...                          | ...  | 49     | 49    | 49   | ...    | ...                             | ...  | 25     | 26    | 25   | ...    | ...                                | ...  | Uganda                       |                      |
| ... | ...                          | ...  | 85     | 84    | 86   | ...    | ...                             | ...  | 79     | 78    | 81   | ...    | ...                                | ...  | United Republic of Tanzania  |                      |
| 81  | 83                           | 78   | ...    | ...   | ...  | 66     | 70                              | 62   | ...    | ...   | ...  | ...    | ...                                | ...  | Zambia                       |                      |
| ... | ...                          | ...  | 70X    | 68X   | 71X  | ...    | ...                             | ...  | 62X    | 62X   | 63X  | ...    | ...                                | ...  | Zimbabwe                     |                      |
|     |                              |      |        |       |      |        |                                 |      |        |       |      |        |                                    |      |                              |                      |
|     | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | 87     | 87    | 86   | ...    | ...                                | ...  | World <sup>2</sup>           |                      |
|     | ...                          | ...  | ...    | ...   | ...  | 97     | ...                             | ...  | 98     | 97    | 97   | ...    | ...                                | ...  | Countries in transition      |                      |
|     | ...                          | ...  | ...    | ...   | ...  | 98     | ...                             | ...  | 98     | 98    | 99   | ...    | ...                                | ...  | Developed countries          |                      |
|     | ...                          | ...  | 81     | ...   | ...  | ...    | ...                             | ...  | 79     | 78    | 81   | ...    | ...                                | ...  | Developing countries         |                      |
|     | 92                           | 92   | 91     | 96    | 94   | 97     | 90                              | 89   | 92     | 94    | 94   | 95     | ...                                | ...  | Arab States                  |                      |
|     | ...                          | ...  | ...    | ...   | ...  | 97     | 97                              | 97   | 98     | 98    | 98   | ...    | ...                                | ...  | Central and Eastern Europe   |                      |
|     | ...                          | ...  | ...    | ...   | ...  | 97     | 96                              | 94   | 97     | 97    | 97   | ...    | ...                                | ...  | Central Asia                 |                      |
|     | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | East Asia and the Pacific    |                      |
|     | ...                          | ...  | 88     | 90    | 87   | ...    | ...                             | ...  | 85     | 87    | 83   | ...    | ...                                | ...  | East Asia                    |                      |
|     | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | ...    | ...   | ...  | ...    | ...                                | ...  | Pacific                      |                      |
|     | 89                           | 88   | 90     | 87    | 84   | 90     | 84                              | 78   | 91     | 84    | 80   | 87     | ...                                | ...  | Latin America/Caribbean      |                      |
|     | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | 88     | ...   | ...  | ...    | ...                                | ...  | Caribbean                    |                      |
|     | 85                           | 85   | 84     | 86    | ...  | ...    | 81                              | 83   | 80     | 82    | 83   | 81     | ...                                | ...  | Latin America                |                      |
|     | ...                          | ...  | ...    | ...   | ...  | ...    | ...                             | ...  | 99     | 99    | 100  | ...    | ...                                | ...  | N. America/W. Europe         |                      |
|     | ...                          | ...  | ...    | 79    | 78   | 80     | ...                             | ...  | ...    | 79    | 75   | 76     | ...                                | ...  | South and West Asia          |                      |
|     | ...                          | ...  | ...    | 73    | ...  | ...    | 62                              | 67   | 56     | 63    | 64   | 63     | ...                                | ...  | Sub-Saharan Africa           |                      |

Table 8  
Participation in secondary education<sup>1</sup>

| Country or territory       |                                     | TRANSITION FROM<br>PRIMARY TO SECONDARY<br>GENERAL EDUCATION (%) |                    |                    | ENROLMENT IN<br>SECONDARY EDUCATION |  |                       |     |                    |                 |   |   |                 |  |
|----------------------------|-------------------------------------|--|--------------------|--------------------|-------------------------------------|--|-----------------------|-----|--------------------|-----------------|---|---|-----------------|--|
|                            |                                     | School year ending in<br>2004                                    |                    |                    | Age<br>group                        | School-age<br>population <sup>2</sup><br>(000) | Total enrolment       |     |                    |                 | Enrolment in private<br>institutions as %<br>of total enrolment | Enrolment in<br>technical and<br>vocational education |                 |  |
|                            |                                     |  |                    |                    |                                     |  | School year ending in |     |                    |                 |   |   |                 |  |
|                            |                                     |  |                    |                    |                                     |  | 1999                  |     | 2005               |                 |   |   |                 |  |
| Total                      | Male                                | Female   | 2005               | 2004               | Total<br>(000)                      | % F  | Total<br>(000)        | % F | Total<br>(000)     | % F             |   |   |                 |  |
| Arab States                |                                     |  |                    |                    |                                     |  |                       |     |                    |                 |   |   |                 |  |
| 1                          | Algeria                             | 79.5   | 76.2               | 83.2               | 12-17                               | 4 522  | ...                   | ... | 3 756              | 51              | —   | 464   | 39              |  |
| 2                          | Bahrain                             | 97.1   | 95.3               | 98.9               | 12-17                               | 73   | 59                    | 51  | 72                 | 50              | 16  | 16  | 39              |  |
| 3                          | Djibouti                            | 71.4   | 74.4               | 67.3               | 12-18                               | 126  | 16                    | 42  | 30                 | 40              | 23  | 2   | 46              |  |
| 4                          | Egypt                               | 76.9   | 72.4               | 82.0               | 12-17                               | 9 562  | 7 671                 | 47  | 8 177              | 47              | 4   | 2 244   | 45              |  |
| 5                          | Iraq                                | 70.2   | 72.9               | 66.4               | 12-17                               | 3 918  | 1 105                 | 38  | 1 751              | 39              | .   | 140   | 32              |  |
| 6                          | Jordan                              | 96.7   | 96.3               | 97.2               | 12-17                               | 716  | 579                   | 49  | 626                | 49              | 17 <sup>2</sup>   | 31  | 35              |  |
| 7                          | Kuwait                              | 94.5   | 92.7               | 96.5               | 11-17                               | 262  | 235                   | 49  | 249                | 50              | 28 <sup>2</sup>   | 15  | 36              |  |
| 8                          | Lebanon                             | 85.6   | 83.2               | 88.2               | 12-17                               | 407  | 372                   | 52  | 362                | 52              | 53  | 49  | 41              |  |
| 9                          | Libyan Arab Jamahiriya              | ...  | ...                | ...                | 12-17                               | 713  | ...                   | ... | 727                | 54              | 3 <sup>y</sup>  | ...   | ...             |  |
| 10                         | Mauritania                          | 45.9   | 48.3               | 43.4               | 12-18                               | 452  | 63                    | 42  | 93                 | 46              | 13  | 3   | 38              |  |
| 11                         | Morocco                             | 78.2   | 78.5               | 77.9               | 12-17                               | 3 926  | 1 470                 | 43  | 1 952              | 45              | 5   | 118   | 39              |  |
| 12                         | Oman                                | 98.4   | 98.7               | 98.1               | 12-17                               | 336  | 229                   | 49  | 299                | 48              | 1   | .   | .               |  |
| 13                         | Palestinian A. T.                   | 99.9   | 100.0              | 99.7               | 10-17                               | 691  | 444                   | 50  | 686                | 50              | 4   | 6   | 31              |  |
| 14                         | Qatar                               | 94.7   | 90.9               | 98.8               | 12-17                               | 56   | 44                    | 50  | 56                 | 49              | 32  | 0.5   | .               |  |
| 15                         | Saudi Arabia                        | 95.0   | 93.1               | 97.0               | 12-17                               | 3 121  | ...                   | ... | 2 732              | 48              | 8   | 86  | 9               |  |
| 16                         | Sudan                               | 89.5   | 87.9               | 91.5               | 12-16                               | 4 001  | 965                   | ... | 1 370              | 48              | 10  | 18  | 28              |  |
| 17                         | Syrian Arab Republic                | 94.6   | 94.1               | 95.0               | 10-17                               | 3 536  | 1 030                 | 47  | 2 389              | 47              | 4   | 122   | 43              |  |
| 18                         | Tunisia                             | 88.1   | 86.1               | 90.2               | 12-18                               | 1 478  | 1 059                 | 49  | 1 239              | 51              | 5   | 103   | 39              |  |
| 19                         | United Arab Emirates                | 97.5   | 96.7               | 98.4               | 11-17                               | 446  | 202                   | 50  | 285                | 49              | 42  | 1   | .               |  |
| 20                         | Yemen                               | ...  | ...                | ...                | 12-17                               | 3 112  | 1 042                 | 26  | 1 455              | 32              | 2   | 10  | 6               |  |
| Central and Eastern Europe |                                     |  |                    |                    |                                     |  |                       |     |                    |                 |   |   |                 |  |
| 21                         | Albania                             | 99.7 <sup>y</sup>  | 100.0 <sup>y</sup> | 99.5 <sup>y</sup>  | 10-17                               | 506  | 364                   | 48  | 397 <sup>2</sup>   | 48 <sup>2</sup> | 3 <sup>2</sup>  | 24 <sup>2</sup>                                       | 34 <sup>2</sup> |  |
| 22                         | Belarus                             | 99.6   | 99.2*              | 100.0*             | 10-16                               | 973  | 978                   | 50  | 928                | 49              | 0.1   | 5   | 32              |  |
| 23                         | Bosnia and Herzegovina              | ...  | ...                | ...                | 10-17                               | 403  | ...                   | ... | ...                | ...             | ...   | ...   | ...             |  |
| 24                         | Bulgaria                            | 95.6   | 95.3               | 95.9               | 11-17                               | 665  | 700                   | 48  | 686                | 48              | 0.9   | 204   | 38              |  |
| 25                         | Croatia                             | 99.9 <sup>x</sup>  | 99.8 <sup>x</sup>  | 100.0 <sup>x</sup> | 11-18                               | 441  | 416                   | 49  | 400 <sup>y</sup>   | 49 <sup>y</sup> | 1 <sup>y</sup>  | 146 <sup>y</sup>                                      | 46 <sup>y</sup> |  |
| 26                         | Czech Republic                      | 99.6   | 99.3               | 100.0              | 11-18                               | 1 018  | 928                   | 50  | 975                | 49              | 7   | 383   | 46              |  |
| 27                         | Estonia                             | 97.2   | 95.9               | 98.6               | 13-18                               | 124  | 116                   | 50  | 124                | 49              | 2   | 19  | 33              |  |
| 28                         | Hungary                             | 99.0   | 98.8               | 99.2               | 11-18                               | 999  | 1 007                 | 49  | 960                | 49              | 10  | 131   | 38              |  |
| 29                         | Latvia                              | 97.2   | 96.7               | 97.7               | 11-18                               | 277  | 255                   | 50  | 272                | 49              | 1   | 40  | 38              |  |
| 30                         | Lithuania                           | 98.7   | 98.3               | 99.2               | 11-18                               | 438  | 407                   | 49  | 424                | 49              | 0.4   | 38  | 36              |  |
| 31                         | Poland                              | 99.3   | ...                | ...                | 13-18                               | 3 466  | 3 984                 | 49  | 3 445              | 49              | 2   | 814   | 37              |  |
| 32                         | Republic of Moldova <sup>3, 4</sup> | 98.6   | 99.3               | 97.9               | 11-17                               | ...  | 415                   | 50  | 383                | 50              | 1   | 23  | 38              |  |
| 33                         | Romania                             | 98.4   | 98.4               | 98.4               | 11-18                               | 2 451  | 2 218                 | 49  | 2 090              | 49              | 0.5   | 693   | 44              |  |
| 34                         | Russian Federation                  | ...  | ...                | ...                | 10-16                               | 13 523   | ...                   | ... | 12 433             | 49              | 0.5   | 2 023   | 37              |  |
| 35                         | Serbia and Montenegro <sup>3</sup>  | ...  | ...                | ...                | 11-18                               | ...  | 814                   | 49  | ...                | ...             | ...   | ...   | ...             |  |
| 36                         | Slovakia                            | 98.3   | 98.2               | 98.5               | 10-18                               | 699  | 674                   | 50  | 663                | 49              | 8   | 227   | 46              |  |
| 37                         | Slovenia                            | 99.4 <sup>x</sup>  | 100.0 <sup>x</sup> | 98.7 <sup>x</sup>  | 11-18                               | 182  | 220                   | 49  | 181                | 49              | 1   | 62  | 43              |  |
| 38                         | TFYR Macedonia                      | 99.6   | 100.0              | 99.1               | 11-18                               | 254  | 219                   | 48  | 214                | 48              | 0.6   | 58  | 43              |  |
| 39                         | Turkey                              | 91.6   | 92.8               | 90.3               | 12-16                               | 6 741  | ...                   | ... | 5 076              | 44              | 2   | 1 040   | 37              |  |
| 40                         | Ukraine                             | 99.8 <sup>y</sup>  | 100.0 <sup>y</sup> | 99.7 <sup>y</sup>  | 10-16                               | 4 559  | 5 214                 | 50* | 4 043              | 47              | 0.4   | 320   | 34              |  |
| Central Asia               |                                     |  |                    |                    |                                     |  |                       |     |                    |                 |   |   |                 |  |
| 41                         | Armenia                             | 98.8 <sup>y</sup>  | 97.7 <sup>y</sup>  | 100.0 <sup>y</sup> | 10-16                               | 415  | ...                   | ... | 365                | 50              | 0.7   | 3   | 38              |  |
| 42                         | Azerbaijan                          | 99.0   | 99.4               | 98.6               | 10-16                               | 1 292  | 929                   | 49  | 1 070              | 48              | 0.3   | 3   | 30              |  |
| 43                         | Georgia                             | 98.3 <sup>x</sup>  | 98.1 <sup>x</sup>  | 98.5 <sup>x</sup>  | 12-16                               | 381  | 440                   | 49  | 315                | 49              | 3 <sup>2</sup>  | 8   | 31              |  |
| 44                         | Kazakhstan                          | 99.9   | 99.7               | 100.0              | 11-17                               | 2 070  | 1 966                 | 49  | 2 040              | 49              | 0.8   | 102   | 34              |  |
| 45                         | Kyrgyzstan                          | 99.0   | 98.1               | 100.0              | 11-17                               | 835  | 633                   | 50  | 721                | 49              | 0.7   | 28  | 36              |  |
| 46                         | Mongolia                            | 97.4   | 96.2               | 98.7               | 12-17                               | 369  | 205                   | 55  | 339                | 52              | 4   | 20  | 50              |  |
| 47                         | Tajikistan                          | 97.6   | 98.4               | 96.7               | 11-17                               | 1 204  | 769                   | 46  | 984                | 45              | .   | 24  | 27              |  |
| 48                         | Turkmenistan                        | ...  | ...                | ...                | 10-16                               | 810  | ...                   | ... | ...                | ...             | ...   | ...   | ...             |  |
| 49                         | Uzbekistan                          | 99.6 <sup>x</sup>  | 100.0 <sup>x</sup> | 99.2 <sup>x</sup>  | 11-17                               | 4 522  | ...                   | ... | 4 235 <sup>2</sup> | 49 <sup>2</sup> | . <sup>2</sup>  | 378 <sup>2</sup>                                      | 44 <sup>2</sup> |  |
| East Asia and the Pacific  |                                     |  |                    |                    |                                     |  |                       |     |                    |                 |   |   |                 |  |
| 50                         | Australia <sup>5</sup>              | 99.9 <sup>x</sup>  | 99.9 <sup>x</sup>  | 99.8 <sup>x</sup>  | 12-17                               | 1 682  | 2 491                 | 49  | 2 491              | 48              | 27  | 1 028   | 44              |  |
| 51                         | Brunei Darussalam                   | 89.8   | 87.5               | 92.6               | 12-18                               | 46   | 34                    | 51  | 44                 | 49              | 13  | 3   | 41              |  |
| 52                         | Cambodia                            | 82.2   | 84.0               | 80.2               | 12-17                               | 2 108  | 318                   | 34  | 632 <sup>2</sup>   | 40 <sup>2</sup> | 0.3 <sup>y</sup>  | 15 <sup>2</sup>                                       | 34 <sup>2</sup> |  |



Table 8

| GROSS ENROLMENT RATIO (GER) IN SECONDARY EDUCATION (%) |                  |                 |                   |                            |                 |                 |                   |                       |      |        |           |                 |                 |                 |                   | NET ENROLMENT RATIO (NER) IN SECONDARY EDUCATION (%) |                 |                 |                   |    |
|--|------------------|-----------------|-------------------|----------------------------|-----------------|-----------------|-------------------|-----------------------|------|--------|-----------|-----------------|-----------------|-----------------|-------------------|--|-----------------|-----------------|-------------------|----|
| Lower secondary  |                  |                 |                   | Upper secondary            |                 |                 |                   | Total secondary       |      |        |           |                 |                 |                 |                   | Total secondary                                      |                 |                 |                   |    |
| School year ending in 2005                             |                  |                 |                   | School year ending in 2005 |                 |                 |                   | School year ending in |      |        |           |                 |                 |                 |                   | School year ending in 2005                           |                 |                 |                   |    |
|  |                  |                 |                   |                            |                 |                 |                   | 1999                  |      |        |           | 2005            |                 |                 |                   |  |                 |                 |                   |    |
| Total  | Male             | Female          | GPI (F/M)         | Total                      | Male            | Female          | GPI (F/M)         | Total                 | Male | Female | GPI (F/M) | Total           | Male            | Female          | GPI (F/M)         | Total  | Male            | Female          | GPI (F/M)         |    |
|  |                  |                 |                   |                            |                 |                 |                   |                       |      |        |           |                 |                 |                 |                   |  |                 |                 |                   |    |
|  |                  |                 |                   |                            |                 |                 |                   |                       |      |        |           |                 |                 |                 |                   | Arab States  |                 |                 |                   |    |
| 108  | 111              | 105             | 0.95              | 58                         | 49              | 67              | 1.36              | ...                   | ...  | ...    | ...       | 83              | 80              | 86              | 1.07              | 66 <sup>2</sup>                                      | 65 <sup>2</sup> | 68 <sup>2</sup> | 1.05 <sup>2</sup> | 1  |
| 101  | 101              | 101             | 1.01              | 96                         | 90              | 102             | 1.13              | 94                    | 91   | 98     | 1.08      | 99              | 96              | 102             | 1.06              | 90   | 87              | 93              | 1.07              | 2  |
| 29   | 34               | 23              | 0.67              | 17                         | 21              | 13              | 0.63              | 15                    | 17   | 12     | 0.72      | 24              | 29              | 19              | 0.66              | 23   | 27              | 18              | 0.66              | 3  |
| 96   | 100              | 92              | 0.92              | 75                         | 78              | 72              | 0.93              | 81                    | 84   | 77     | 0.91      | 86              | 89              | 82              | 0.92              | 82   | 85              | 79              | 0.92              | 4  |
| 57   | 69               | 44              | 0.64              | 31                         | 37              | 26              | 0.70              | 34                    | 41   | 26     | 0.63      | 45              | 54              | 35              | 0.66              | 38   | 44              | 31              | 0.71              | 5  |
| 93   | 93               | 93              | 1.01              | 76                         | 74              | 77              | 1.04              | 88                    | 87   | 89     | 1.03      | 87              | 87              | 88              | 1.02              | 79   | 77              | 80              | 1.04              | 6  |
| 93   | 94               | 91              | 0.97              | 98                         | 89              | 107             | 1.20              | 99                    | 98   | 99     | 1.02      | 95              | 92              | 98              | 1.06              | ...  | ...             | ...             | ...               | 7  |
| 99   | 95               | 103             | 1.09              | 78                         | 74              | 83              | 1.11              | 80                    | 76   | 84     | 1.10      | 89              | 85              | 93              | 1.10              | ...  | ...             | ...             | ...               | 8  |
| 114  | 112              | 116             | 1.03              | 97                         | 80              | 115             | 1.44              | ...                   | ...  | ...    | ...       | 105             | 96              | 115             | 1.21              | ...  | ...             | ...             | ...               | 9  |
| 20   | 22               | 19              | 0.86              | 21                         | 22              | 19              | 0.84              | 19                    | 22   | 16     | 0.73      | 21              | 22              | 19              | 0.85              | 15   | 17              | 14              | 0.85              | 10 |
| 65   | 70               | 59              | 0.83              | 35                         | 37              | 33              | 0.88              | 37                    | 41   | 33     | 0.79      | 50              | 54              | 46              | 0.85              | 35 <sup>y</sup>                                      | 38 <sup>y</sup> | 32 <sup>y</sup> | 0.86 <sup>y</sup> | 11 |
| 93   | 95               | 91              | 0.95              | 83                         | 84              | 82              | 0.97              | 75                    | 76   | 75     | 0.99      | 88              | 90              | 86              | 0.96              | 77   | 77              | 77              | 1.00              | 12 |
| 106  | 104              | 109             | 1.05              | 76                         | 70              | 81              | 1.16              | 79                    | 78   | 81     | 1.04      | 99              | 96              | 102             | 1.07              | 95   | 92              | 98              | 1.06              | 13 |
| 102  | 104              | 99              | 0.96              | 98                         | 98              | 98              | 1.00              | 90                    | 87   | 93     | 1.07      | 100             | 101             | 99              | 0.98              | 90   | 91              | 89              | 0.98              | 14 |
| 87   | 88               | 87              | 0.99              | 88                         | 91              | 84              | 0.93              | 71                    | ...  | ...    | ...       | 88              | 89              | 86              | 0.96              | 66   | 63              | 68              | 1.08              | 15 |
| 46   | 49               | 43              | 0.89              | 26                         | 26              | 26              | 1.00              | 26                    | ...  | ...    | ...       | 34              | 35              | 33              | 0.94              | ...  | ...             | ...             | ...               | 16 |
| 90   | 93               | 86              | 0.93              | 32                         | 32              | 31              | 0.97              | 40                    | 42   | 38     | 0.91      | 68              | 70              | 65              | 0.94              | 62   | 64              | 60              | 0.94              | 17 |
| 105  | 105              | 105             | 0.99              | 69                         | 62              | 76              | 1.22              | 73                    | 72   | 73     | 1.02      | 84              | 80              | 88              | 1.09              | 65 <sup>y</sup>                                      | 62 <sup>y</sup> | 68 <sup>y</sup> | 1.09 <sup>y</sup> | 18 |
| 70   | 71               | 68              | 0.95              | 56                         | 51              | 62              | 1.22              | 82                    | 79   | 86     | 1.08      | 64              | 62              | 66              | 1.05              | 57   | 56              | 59              | 1.06              | 19 |
| 53   | 69               | 36              | 0.52              | 40                         | 55              | 25              | 0.46              | 41                    | 59   | 22     | 0.37      | 47              | 62              | 31              | 0.49              | ...  | ...             | ...             | ...               | 20 |
|  |                  |                 |                   |                            |                 |                 |                   |                       |      |        |           |                 |                 |                 |                   | Central and Eastern Europe                           |                 |                 |                   |    |
| 99 <sup>2</sup>  | 100 <sup>2</sup> | 99 <sup>2</sup> | 0.99 <sup>2</sup> | 56 <sup>2</sup>            | 59 <sup>2</sup> | 54 <sup>2</sup> | 0.92 <sup>2</sup> | 74                    | 76   | 72     | 0.95      | 78 <sup>2</sup> | 79 <sup>2</sup> | 77 <sup>2</sup> | 0.96 <sup>2</sup> | 74 <sup>2</sup>                                      | 75 <sup>2</sup> | 73 <sup>2</sup> | 0.98 <sup>2</sup> | 21 |
| 109  | 111              | 107             | 0.96              | 68                         | 63              | 73              | 1.18              | 83                    | 81   | 86     | 1.06      | 95              | 95              | 96              | 1.01              | 89   | 88              | 89              | 1.01              | 22 |
| ...  | ...              | ...             | ...               | ...                        | ...             | ...             | ...               | ...                   | ...  | ...    | ...       | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               | 23 |
| 88   | 91               | 85              | 0.93              | 120                        | 122             | 118             | 0.97              | 91                    | 92   | 90     | 0.98      | 103             | 106             | 101             | 0.95              | 88   | 89              | 87              | 0.97              | 24 |
| 94 <sup>y</sup>  | 95 <sup>y</sup>  | 93 <sup>y</sup> | 0.98 <sup>y</sup> | 83 <sup>y</sup>            | 81 <sup>y</sup> | 85 <sup>y</sup> | 1.05 <sup>y</sup> | 84                    | 84   | 85     | 1.02      | 88 <sup>y</sup> | 87 <sup>y</sup> | 89 <sup>y</sup> | 1.02 <sup>y</sup> | 85 <sup>y</sup>                                      | 84 <sup>y</sup> | 86 <sup>y</sup> | 1.02 <sup>y</sup> | 25 |
| 99   | 99               | 100             | 1.01              | 93                         | 91              | 94              | 1.03              | 83                    | 81   | 84     | 1.04      | 96              | 95              | 97              | 1.02              | ...  | ...             | ...             | ...               | 26 |
| 111  | 114              | 108             | 0.95              | 92                         | 88              | 96              | 1.09              | 93                    | 91   | 95     | 1.04      | 101             | 100             | 101             | 1.01              | 91   | 90              | 93              | 1.02              | 27 |
| 98   | 99               | 97              | 0.99              | 94                         | 94              | 94              | 1.00              | 94                    | 93   | 94     | 1.02      | 96              | 96              | 96              | 0.99              | 90   | 90              | 90              | 1.00              | 28 |
| 100  | 101              | 98              | 0.97              | 96                         | 94              | 99              | 1.06              | 89                    | 87   | 90     | 1.04      | 98              | 98              | 98              | 1.01              | ...  | ...             | ...             | ...               | 29 |
| 98   | 99               | 97              | 0.98              | 93                         | 91              | 95              | 1.04              | 96                    | 96   | 97     | 1.01      | 97              | 97              | 96              | 0.99              | 91   | 91              | 91              | 1.00              | 30 |
| 100  | 101              | 99              | 0.98              | 99                         | 99              | 99              | 1.01              | 99                    | 100  | 99     | 0.99      | 99              | 100             | 99              | 0.99              | 93   | 92              | 94              | 1.01              | 31 |
| 88   | 88               | 87              | 1.00              | 69                         | 65              | 74              | 1.14              | 84                    | 84   | 85     | 1.01      | 82              | 80              | 83              | 1.03              | 76   | 75              | 77              | 1.03              | 32 |
| 97   | 98               | 96              | 0.98              | 77                         | 75              | 78              | 1.04              | 79                    | 79   | 80     | 1.01      | 85              | 85              | 86              | 1.01              | 80   | 79              | 82              | 1.03              | 33 |
| 88   | 87               | 88              | 1.00              | 100                        | 102             | 98              | 0.96              | ...                   | ...  | ...    | ...       | 92              | 93              | 91              | 0.99              | ...  | ...             | ...             | ...               | 34 |
| ...  | ...              | ...             | ...               | ...                        | ...             | ...             | ...               | 92                    | 92   | 93     | 1.01      | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               | 35 |
| 97   | 98               | 97              | 0.99              | 92                         | 91              | 94              | 1.03              | 85                    | 84   | 86     | 1.02      | 95              | 94              | 95              | 1.01              | ...  | ...             | ...             | ...               | 36 |
| 98   | 98               | 97              | 0.99              | 101                        | 101             | 101             | 1.00              | 101                   | 100  | 102    | 1.02      | 100             | 100             | 99              | 1.00              | 94   | 94              | 95              | 1.01              | 37 |
| 94   | 94               | 94              | 1.01              | 75                         | 77              | 73              | 0.94              | 82                    | 83   | 81     | 0.97      | 84              | 85              | 83              | 0.98              | 82   | 83              | 81              | 0.98              | 38 |
| 86   | 93               | 80              | 0.86              | 68                         | 76              | 59              | 0.78              | ...                   | ...  | ...    | ...       | 75              | 83              | 68              | 0.82              | 67   | 72              | 61              | 0.85              | 39 |
| 87   | 92               | 83              | 0.91              | 92                         | 94              | 89              | 0.94              | 97                    | 96*  | 98*    | 1.02*     | 89              | 92              | 85              | 0.92              | 79   | 82*             | 77*             | 0.94*             | 40 |
|  |                  |                 |                   |                            |                 |                 |                   |                       |      |        |           |                 |                 |                 |                   | Central Asia   |                 |                 |                   |    |
| 93   | 93               | 94              | 1.01              | 76                         | 73              | 80              | 1.10              | ...                   | ...  | ...    | ...       | 88              | 87              | 89              | 1.03              | 84   | 83              | 86              | 1.03              | 41 |
| 89   | 90               | 87              | 0.97              | 68                         | 70              | 67              | 0.96              | 76                    | 76   | 76     | 1.00      | 83              | 84              | 81              | 0.96              | 78   | 79              | 76              | 0.97              | 42 |
| 95   | 95               | 94              | 0.99              | 66                         | 64              | 67              | 1.05              | 79                    | 80   | 78     | 0.98      | 83              | 82              | 83              | 1.01              | 81 <sup>2</sup>                                      | 81 <sup>2</sup> | 81 <sup>2</sup> | 1.00 <sup>2</sup> | 43 |
| 104  | 105              | 104             | 0.99              | 86                         | 88              | 83              | 0.94              | 91                    | 91   | 91     | 0.99      | 99              | 100             | 97              | 0.97              | 92   | 92              | 91              | 0.99              | 44 |
| 90   | 90               | 90              | 1.00              | 77                         | 76              | 78              | 1.03              | 84                    | 83   | 84     | 1.02      | 86              | 86              | 87              | 1.01              | 80   | 80              | 81              | 1.01              | 45 |
| 98   | 94               | 102             | 1.09              | 82                         | 73              | 91              | 1.24              | 58                    | 51   | 65     | 1.27      | 92              | 86              | 98              | 1.13              | 84   | 79              | 90              | 1.14              | 46 |
| 92   | 98               | 87              | 0.89              | 54                         | 67              | 41              | 0.61              | 71                    | 79   | 68     | 0.86      | 82              | 89              | 74              | 0.83              | 80   | 86              | 73              | 0.85              | 47 |
| ...  | ...              | ...             | ...               | ...                        | ...             | ...             | ...               | ...                   | ...  | ...    | ...       | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               | 48 |
| 98 <sup>2</sup>  | 98 <sup>2</sup>  | 97 <sup>2</sup> | 0.99 <sup>2</sup> | 87 <sup>2</sup>            | 91 <sup>2</sup> | 83 <sup>2</sup> | 0.91 <sup>2</sup> | ...                   | ...  | ...    | ...       | 95 <sup>2</sup> | 96 <sup>2</sup> | 93 <sup>2</sup> | 0.97 <sup>2</sup> | ...  | ...             | ...             | ...               | 49 |
|  |                  |                 |                   |                            |                 |                 |                   |                       |      |        |           |                 |                 |                 |                   | East Asia and the Pacific                            |                 |                 |                   |    |
| 114  | 114              | 114             | 1.00              | 217                        | 228             | 205             | 0.90              | 154                   | 154  | 154    | 1.00      | 148             | 152             | 144             | 0.95              | 86   | 86              | 87              | 1.01              | 50 |
| 115  | 118              | 112             | 0.95              | 80                         | 74              | 86              | 1.16              | 85                    | 81   | 89     | 1.09      | 96              | 94              | 98              | 1.04              | 87   | 85              | 90              | 1.05              | 51 |
| 44 <sup>2</sup>  | 50 <sup>2</sup>  | 37 <sup>2</sup> | 0.7 <sup>2</sup>  | 15 <sup>2</sup>            | 20 <sup>2</sup> | 11 <sup>2</sup> | 0.57 <sup>2</sup> | 16                    | 21   | 11     | 0.53      | 29 <sup>2</sup> | 35 <sup>2</sup> | 24 <sup>2</sup> | 0.69 <sup>2</sup> | 24   | 27              | 22              | 0.84              | 52 |

Table 8 (continued)

|                                 | Country or territory                | TRANSITION FROM<br>PRIMARY TO SECONDARY<br>GENERAL EDUCATION (%) |                   |                   | ENROLMENT IN<br>SECONDARY EDUCATION |  |                               |      |                     |                 |   |   |                               |                |
|---------------------------------|-------------------------------------|--|-------------------|-------------------|-------------------------------------|--|-------------------------------|------|---------------------|-----------------|---|---|-------------------------------|----------------|
|                                 |                                     | School year ending in<br>2004                                    |                   |                   | Age<br>group                        | School-age<br>population <sup>2</sup><br>(000) | Total enrolment               |      |                     |                 | Enrolment in private<br>institutions as %<br>of total enrolment | Enrolment in<br>technical and<br>vocational education |                               |                |
|                                 |                                     |  |                   |                   |                                     |  | School year ending in<br>1999 |      | 2005                |                 |   | School year ending in<br>2005                         | School year ending in<br>2005 |                |
|                                 |                                     | Total  | Male              | Female            |                                     |  | 2005                          | 2004 | Total<br>(000)      | % F             | Total<br>(000)  |   | % F                           | Total<br>(000) |
| 53                              | China                               | ...  | ...               | ...               | 12-17                               | 135 361  | 77 436                        | ...  | 101 195             | 48              | 8   | 15 306  | 51                            |                |
| 54                              | Cook Islands <sup>3</sup>           | ...  | ...               | ...               | 11-17                               | ...  | 2                             | 50   | 2 <sup>2</sup>      | 49 <sup>2</sup> | 19 <sup>2</sup>   | .y  | .y                            |                |
| 55                              | DPR Korea                           | ...  | ...               | ...               | 10-15                               | 2 374  | ...                           | ...  | ...                 | ...             | ...   | ...   | ...                           |                |
| 56                              | Fiji                                | 98.6   | 97.3              | 100.0             | 12-18                               | 116  | 98                            | 51   | 102                 | 50              | 92  | 3   | 28                            |                |
| 57                              | Indonesia                           | 78.5   | 78.6              | 78.3              | 13-18                               | 25 332   | ...                           | ...  | 15 993              | 49              | 44  | 2 164   | 42                            |                |
| 58                              | Japan                               | ...  | ...               | ...               | 12-17                               | 7 596  | 8 959                         | 49   | 7 710               | 49              | 19  | 994   | 43                            |                |
| 59                              | Kiribati <sup>3</sup>               | ...  | ...               | ...               | 12-17                               | ...  | 9                             | 53   | 11                  | 52              | ...   | —   | —                             |                |
| 60                              | Lao PDR                             | 78.0   | 80.1              | 75.5              | 11-16                               | 843  | 240                           | 40   | 394                 | 42              | 2   | 6   | 37                            |                |
| 61                              | Macao, China                        | 88.0   | 85.5              | 90.7              | 12-17                               | 48   | 32                            | 51   | 47                  | 49              | 94  | 2   | 46                            |                |
| 62                              | Malaysia                            | ...  | ...               | ...               | 12-18                               | 3 454  | 2 177                         | 51   | 2 584 <sup>2</sup>  | 52 <sup>2</sup> | 5 <sup>2</sup>  | 148 <sup>2</sup>                                      | 42 <sup>2</sup>               |                |
| 63                              | Marshall Islands <sup>3</sup>       | ...  | ...               | ...               | 12-17                               | ...  | 6                             | 50   | 6                   | 50              | 34 <sup>y</sup>   | .   | .                             |                |
| 64                              | Micronesia                          | ...  | ...               | ...               | 12-17                               | 16   | ...                           | ...  | 14                  | 49              | ...   | ...   | ...                           |                |
| 65                              | Myanmar                             | 71.7   | 72.3              | 71.0              | 10-15                               | 6 429  | 2 059                         | 50   | 2 589               | 49              | .   | —   | —                             |                |
| 66                              | Nauru <sup>3</sup>                  | ...  | ...               | ...               | 12-17                               | ...  | ...                           | ...  | 0.6 <sup>2</sup>    | 50 <sup>2</sup> | 19 <sup>y</sup>   | . <sup>2</sup>  | . <sup>2</sup>                |                |
| 67                              | New Zealand                         | ...  | ...               | ...               | 11-17                               | 429  | 437                           | 50   | 526                 | 50              | 22  | ...   | ...                           |                |
| 68                              | Niue <sup>3</sup>                   | ...  | ...               | ...               | 11-16                               | ...  | 0.3                           | 54   | 0.2                 | ...             | ...   | .   | .                             |                |
| 69                              | Palau <sup>3</sup>                  | 88.8   | 89.4              | 88.1              | 11-17                               | ...  | 2                             | 49   | 2                   | 50              | 27  | .   | .                             |                |
| 70                              | Papua New Guinea                    | 76.8 <sup>x</sup>  | 77.0 <sup>x</sup> | 76.5 <sup>x</sup> | 13-18                               | 782  | 144                           | 40   | 190 <sup>y</sup>    | 41 <sup>y</sup> | ...   | 17 <sup>y</sup>                                       | 27 <sup>y</sup>               |                |
| 71                              | Philippines                         | 91.8   | 91.3              | 92.4              | 12-15                               | 7 452  | 5 117                         | 51   | 6 352               | 52              | 20  | .   | .                             |                |
| 72                              | Republic of Korea                   | 99.5   | 99.5              | 99.6              | 12-17                               | 3 975  | 4 368                         | 48   | 3 786               | 47              | 33  | 503   | 46                            |                |
| 73                              | Samoa                               | 96.3 <sup>y</sup>  | 95.3 <sup>y</sup> | 97.4 <sup>y</sup> | 11-17                               | 30   | 22                            | 50   | 24                  | 51              | 32  | .   | .                             |                |
| 74                              | Singapore                           | ...  | ...               | ...               | 12-17                               | 383  | 197                           | 49   | 242                 | 49              | ...   | 28  | 38                            |                |
| 75                              | Solomon Islands                     | 69.8 <sup>x</sup>  | 71.4 <sup>x</sup> | 67.9 <sup>x</sup> | 12-18                               | 76   | 17                            | 41   | 22                  | 43              | ...   | .   | .                             |                |
| 76                              | Thailand                            | ...  | ...               | ...               | 12-17                               | 6 449  | ...                           | ...  | 4 530               | 51              | 15  | 703   | 45                            |                |
| 77                              | Timor-Leste                         | ...  | ...               | ...               | 12-17                               | 144  | ...                           | ...  | 75                  | 49              | ...   | 3   | 40                            |                |
| 78                              | Tokelau <sup>3</sup>                | 87.5 <sup>x</sup>  | 91.7 <sup>x</sup> | 82.1 <sup>x</sup> | 11-15                               | ...  | ...                           | ...  | 0.2 <sup>2</sup>    | 45 <sup>2</sup> | .y  | . <sup>2</sup>  | . <sup>2</sup>                |                |
| 79                              | Tonga                               | 80.9   | 78.4              | 83.8              | 11-16                               | 14   | 15                            | 50   | 14 <sup>2</sup>     | 49 <sup>2</sup> | ...   | 1 <sup>2</sup>  | 32 <sup>2</sup>               |                |
| 80                              | Tuvalu                              | ...  | ...               | ...               | 12-17                               | ...  | ...                           | ...  | ...                 | ...             | ...   | ...   | ...                           |                |
| 81                              | Vanuatu                             | 52.5   | 50.3              | 55.0              | 12-18                               | 34   | 9                             | 45   | 14 <sup>2</sup>     | 45 <sup>2</sup> | ...   | 3 <sup>2</sup>  | 30 <sup>2</sup>               |                |
| 82                              | Viet Nam                            | ...  | ...               | ...               | 11-17                               | 13 115   | 7 401                         | 47   | 9 939               | 49              | 10  | 467   | 55                            |                |
| Latin America and the Caribbean |                                     |  |                   |                   |                                     |  |                               |      |                     |                 |   |   |                               |                |
| 83                              | Anguilla                            | 97.9   | 100.0             | 95.8              | 12-16                               | ...  | 1                             | 53   | 1                   | 50              | .   | 0.1   | 46                            |                |
| 84                              | Antigua and Barbuda                 | ...  | ...               | ...               | 12-16                               | ...  | ...                           | ...  | ...                 | ...             | ...   | ...   | ...                           |                |
| 85                              | Argentina                           | 94.6 <sup>y</sup>  | 93.4 <sup>y</sup> | 95.8 <sup>y</sup> | 12-17                               | 4 117  | 3 722                         | 51   | 3 516 <sup>2</sup>  | 51 <sup>2</sup> | 27 <sup>y</sup>   | 1 270 <sup>2</sup>                                    | 52 <sup>2</sup>               |                |
| 86                              | Aruba <sup>3</sup>                  | 98.4   | 96.9              | 100.0             | 12-16                               | ...  | 6                             | 51   | 7                   | 51              | 91  | 1   | 38                            |                |
| 87                              | Bahamas                             | 98.0   | 100.0             | 95.9              | 11-16                               | 36   | 27                            | 49   | 32                  | 50              | 29  | .   | .                             |                |
| 88                              | Barbados                            | 99.4   | 100.0             | 98.9              | 11-15                               | 19   | 22                            | 51   | 21                  | 49              | 5   | 0.1   | 38                            |                |
| 89                              | Belize                              | 90.1   | 90.7              | 89.6              | 11-16                               | 37   | 22                            | 51   | 31                  | 50              | 74 <sup>y</sup>   | 3   | 43                            |                |
| 90                              | Bermuda <sup>3</sup>                | 98.2   | ...               | ...               | 11-17                               | ...  | ...                           | ...  | 5                   | 52              | 40  | .   | .                             |                |
| 91                              | Bolivia                             | 90.2 <sup>y</sup>  | 90.0 <sup>y</sup> | 90.4 <sup>y</sup> | 12-17                               | 1 241  | 830                           | 48   | 1 049 <sup>y</sup>  | 48 <sup>y</sup> | ...   | 50 <sup>y</sup>                                       | 65 <sup>y</sup>               |                |
| 92                              | Brazil                              | 80.5 <sup>y</sup>  | ...               | ...               | 11-17                               | 23 543   | 24 983                        | 52   | 25 128 <sup>2</sup> | 52 <sup>2</sup> | 12 <sup>2</sup>   | 718 <sup>2</sup>                                      | 47 <sup>2</sup>               |                |
| 93                              | British Virgin Islands <sup>3</sup> | 91.6   | 93.8              | 89.4              | 12-16                               | ...  | 2                             | 47   | 2                   | 54              | 9   | 0   | 59                            |                |
| 94                              | Cayman Islands                      | ...  | ...               | ...               | 11-16                               | ...  | 2                             | 48   | 3                   | 48              | 25  | .   | .                             |                |
| 95                              | Chile                               | 96.7   | 95.6              | 98.0              | 12-17                               | 1 795  | 1 305                         | 50   | 1 630               | 49              | 52  | 398   | 46                            |                |
| 96                              | Colombia                            | 100.0  | 100.0             | 100.0             | 11-16                               | 5 505  | 3 589                         | 52   | 4 297               | 52              | 24  | 283   | 54                            |                |
| 97                              | Costa Rica                          | 96.9   | ...               | ...               | 12-16                               | 438  | 235                           | 51   | 347                 | 50              | 13 <sup>2</sup>   | 61  | 51                            |                |
| 98                              | Cuba                                | 98.5   | 98.3              | 98.8              | 12-17                               | 1 001  | 740                           | 50   | 937                 | 49              | .   | 269   | 44                            |                |
| 99                              | Dominica <sup>3</sup>               | 98.9   | 99.3              | 98.4              | 12-16                               | ...  | 7                             | 57   | 7                   | 50              | 33  | 0.3   | 68                            |                |
| 100                             | Dominican Republic                  | 87.6   | 83.4              | 91.8              | 12-17                               | 1 143  | 611                           | 55   | 808                 | 54              | 25  | 40  | 60                            |                |
| 101                             | Ecuador                             | 73.4   | 75.8              | 71.0              | 12-17                               | 1 638  | 904                           | 50   | 1 000               | 49              | 33  | 224   | 52                            |                |
| 102                             | El Salvador                         | 92.9   | 92.8              | 93.0              | 13-18                               | 835  | 406                           | 49   | 524                 | 50              | 18  | 108   | 53                            |                |
| 103                             | Grenada <sup>3</sup>                | ...  | ...               | ...               | 12-16                               | ...  | ...                           | ...  | 14*                 | 50*             | 60 <sup>y</sup>   | 0.7*  | 46*                           |                |
| 104                             | Guatemala                           | 93.8 <sup>y</sup>  | 95.0 <sup>y</sup> | 92.5 <sup>y</sup> | 13-17                               | 1 470  | 435                           | 45   | 754                 | 48              | 74  | 222   | 51                            |                |
| 105                             | Guyana                              | ...  | ...               | ...               | 12-16                               | 69   | 66                            | 50   | 71                  | 50              | 2 <sup>y</sup>  | 7   | 45                            |                |
| 106                             | Haiti                               | ...  | ...               | ...               | 12-18                               | 1 476  | ...                           | ...  | ...                 | ...             | ...   | . <sup>2</sup>  | . <sup>2</sup>                |                |
| 107                             | Honduras                            | ...  | ...               | ...               | 12-16                               | 863  | ...                           | ...  | 566                 | 55              | ...   | 211   | 55                            |                |
| 108                             | Jamaica                             | 98.6   | 100.0             | 97.3              | 12-16                               | 282  | 231                           | 50   | 246                 | 50              | 6   | —   | —                             |                |
| 109                             | Mexico                              | 93.7   | 94.7              | 92.6              | 12-17                               | 13 166   | 8 722                         | 50   | 10 564              | 51              | 15  | 1 484   | 57                            |                |
| 110                             | Montserrat <sup>3</sup>             | ...  | ...               | ...               | 12-16                               | ...  | 0.3                           | 47   | 0.3                 | 49              | .   | .   | .                             |                |
| 111                             | Netherlands Antilles                | ...  | ...               | ...               | 12-17                               | 18   | 15                            | 54   | 15 <sup>y</sup>     | 52 <sup>y</sup> | 81 <sup>y</sup>   | 6 <sup>y</sup>  | 54 <sup>y</sup>               |                |

Table 8

| GROSS ENROLMENT RATIO (GER) IN SECONDARY EDUCATION (%) |                  |                  |                   |                            |                 |                  |                   |                            |      |        |           |                  |                  |                  |                   | NET ENROLMENT RATIO (NER) IN SECONDARY EDUCATION (%) |                 |                 |                   |
|--|------------------|------------------|-------------------|----------------------------|-----------------|------------------|-------------------|----------------------------|------|--------|-----------|------------------|------------------|------------------|-------------------|--|-----------------|-----------------|-------------------|
| Lower secondary  |                  |                  |                   | Upper secondary            |                 |                  |                   | Total secondary            |      |        |           |                  |                  |                  |                   | Total secondary                                      |                 |                 |                   |
| School year ending in 2005                             |                  |                  |                   | School year ending in 2005 |                 |                  |                   | School year ending in 2005 |      |        |           |                  |                  |                  |                   | School year ending in 2005                           |                 |                 |                   |
| Total  | Male             | Female           | GPI (F/M)         | Total                      | Male            | Female           | GPI (F/M)         | Total                      | Male | Female | GPI (F/M) | Total            | Male             | Female           | GPI (F/M)         | Total  | Male            | Female          | GPI (F/M)         |
| 99   | 99               | 99               | 1.00              | 55                         | 54              | 56               | 1.03              | 62                         | ...  | ...    | ...       | 76               | 75               | 76               | 1.01              | ...  | ...             | ...             | ...               |
| 85 <sup>2</sup>  | 88 <sup>2</sup>  | 81 <sup>2</sup>  | 0.93 <sup>2</sup> | 54 <sup>2</sup>            | 49 <sup>2</sup> | 61 <sup>2</sup>  | 1.24 <sup>2</sup> | 60                         | 58   | 63     | 1.08      | 72 <sup>2</sup>  | 72 <sup>2</sup>  | 73 <sup>2</sup>  | 1.02 <sup>2</sup> | ...  | ...             | ...             | ...               |
| ...  | ...              | ...              | ...               | ...                        | ...             | ...              | ...               | ...                        | ...  | ...    | ...       | ...              | ...              | ...              | ...               | ...  | ...             | ...             | ...               |
| 100  | 98               | 102              | 1.04              | 70                         | 67              | 74               | 1.11              | 81                         | 77   | 85     | 1.11      | 88               | 85               | 91               | 1.07              | 83   | 80              | 85              | 1.06              |
| 77   | 76               | 77               | 1.02              | 50                         | 51              | 48               | 0.95              | ...                        | ...  | ...    | ...       | 63               | 63               | 63               | 0.99              | 58   | 59              | 58              | 0.99              |
| 101  | 101              | 101              | 1.00              | 102                        | 102             | 102              | 1.00              | 102                        | 101  | 102    | 1.01      | 102              | 101              | 102              | 1.00              | 100  | ...             | ...             | ...               |
| 110  | 106              | 114              | 1.07              | 65                         | 57              | 73               | 1.26              | 84                         | 77   | 91     | 1.18      | 87               | 82               | 93               | 1.13              | 68   | 65              | 71              | 1.10              |
| 56   | 63               | 50               | 0.79              | 37                         | 43              | 31               | 0.72              | 33                         | 39   | 27     | 0.69      | 47               | 53               | 40               | 0.76              | 38   | 41              | 35              | 0.85              |
| 117  | 118              | 115              | 0.97              | 80                         | 75              | 85               | 1.13              | 76                         | 73   | 78     | 1.08      | 97               | 96               | 99               | 1.04              | 78   | 75              | 81              | 1.08              |
| 95 <sup>2</sup>  | 93 <sup>2</sup>  | 98 <sup>2</sup>  | 1.05 <sup>2</sup> | 60 <sup>2</sup>            | 53 <sup>2</sup> | 67 <sup>2</sup>  | 1.26 <sup>2</sup> | 69                         | 66   | 73     | 1.10      | 76 <sup>2</sup>  | 72 <sup>2</sup>  | 81 <sup>2</sup>  | 1.14 <sup>2</sup> | 76 <sup>2</sup>                                      | 71 <sup>2</sup> | 81 <sup>2</sup> | 1.14 <sup>2</sup> |
| 105  | 106              | 104              | 0.98              | 63                         | 60              | 66               | 1.10              | ...                        | 70   | 74     | 1.06      | 76               | 75               | 78               | 1.05              | 74 <sup>2</sup>                                      | 72 <sup>2</sup> | 77 <sup>2</sup> | 1.06 <sup>2</sup> |
| 106  | 101              | 110              | 1.09              | 75                         | 74              | 77               | 1.05              | ...                        | ...  | ...    | ...       | 85               | 83               | 88               | 1.07              | ...  | ...             | ...             | ...               |
| 45   | 45               | 44               | 0.98              | 31                         | 31              | 31               | 1.02              | 34                         | 34   | 34     | 1.00      | 40               | 41               | 40               | 0.99              | 37   | 38              | 37              | 0.98              |
| ...  | ...              | ...              | ...               | ...                        | ...             | ...              | ...               | ...                        | ...  | ...    | ...       | 48 <sup>2</sup>  | 46 <sup>2</sup>  | 50 <sup>2</sup>  | 1.07 <sup>2</sup> | ...  | ...             | ...             | ...               |
| 108  | 108              | 108              | 1.00              | 141                        | 132             | 151              | 1.14              | 110                        | 107  | 113    | 1.06      | 123              | 119              | 127              | 1.07              | ...  | ...             | ...             | ...               |
| ...  | ...              | ...              | ...               | ...                        | ...             | ...              | ...               | 98                         | 93   | 103    | 1.10      | 99               | 104              | 94               | 0.91              | ...  | ...             | ...             | ...               |
| 118  | 123              | 113              | 0.92              | 87                         | 77              | 98               | 1.28              | 101                        | 98   | 105    | 1.07      | 101              | 97               | 105              | 1.08              | ...  | ...             | ...             | ...               |
| 35 <sup>2</sup>  | 38 <sup>2</sup>  | 30 <sup>2</sup>  | 0.79 <sup>2</sup> | 6 <sup>2</sup>             | 7 <sup>2</sup>  | 5 <sup>2</sup>   | 0.70 <sup>2</sup> | 22                         | 24   | 19     | 0.76      | 26 <sup>2</sup>  | 29 <sup>2</sup>  | 23 <sup>2</sup>  | 0.79 <sup>2</sup> | ...  | ...             | ...             | ...               |
| 87   | 84               | 91               | 1.09              | 79                         | 71              | 87               | 1.21              | 76                         | 73   | 79     | 1.09      | 85               | 81               | 90               | 1.12              | 61   | 55              | 66              | 1.20              |
| 98   | 98               | 99               | 1.00              | 93                         | 93              | 93               | 1.00              | 100                        | 100  | 100    | 1.00      | 96               | 95               | 96               | 1.00              | 94   | 94              | 94              | 1.01              |
| 100  | 100              | 100              | 1.00              | 72                         | 65              | 79               | 1.20              | 80                         | 76   | 84     | 1.10      | 80               | 76               | 85               | 1.12              | 66 <sup>2</sup>                                      | 62 <sup>2</sup> | 70 <sup>2</sup> | 1.14 <sup>2</sup> |
| 80   | 80               | 79               | 1.00              | 25                         | 22              | 28               | 1.25              | ...                        | 66   | 67     | 1.02      | 63               | 62               | 64               | 1.03              | ...  | ...             | ...             | ...               |
| 47   | 50               | 44               | 0.88              | 16                         | 18              | 13               | 0.73              | 24                         | 27   | 21     | 0.75      | 29               | 32               | 27               | 0.83              | 26 <sup>2</sup>                                      | 28 <sup>2</sup> | 24 <sup>2</sup> | 0.86 <sup>2</sup> |
| 87   | 87               | 87               | 1.00              | 55                         | 51              | 59               | 1.15              | ...                        | ...  | ...    | ...       | 71               | 69               | 72               | 1.05              | 64   | 62              | 66              | 1.07              |
| 71   | 70               | 71               | 1.02              | 34                         | 34              | 33               | 0.96              | ...                        | ...  | ...    | ...       | 52               | 52               | 52               | 1.00              | ...  | ...             | ...             | ...               |
| ...  | ...              | ...              | ...               | ...                        | ...             | ...              | ...               | ...                        | ...  | ...    | ...       | 101 <sup>2</sup> | 107 <sup>2</sup> | 94 <sup>2</sup>  | 0.88 <sup>2</sup> | ...  | ...             | ...             | ...               |
| 93 <sup>2</sup>  | 95 <sup>2</sup>  | 91 <sup>2</sup>  | 0.95 <sup>2</sup> | 108 <sup>2</sup>           | 91 <sup>2</sup> | 127 <sup>2</sup> | 1.4 <sup>2</sup>  | 101                        | 96   | 106    | 1.11      | 98 <sup>2</sup>  | 94 <sup>2</sup>  | 102 <sup>2</sup> | 1.08 <sup>2</sup> | 68 <sup>2</sup>                                      | 61 <sup>2</sup> | 75 <sup>2</sup> | 1.23 <sup>2</sup> |
| ...  | ...              | ...              | ...               | ...                        | ...             | ...              | ...               | ...                        | ...  | ...    | ...       | ...              | ...              | ...              | ...               | ...  | ...             | ...             | ...               |
| 47 <sup>2</sup>  | 47 <sup>2</sup>  | 48 <sup>2</sup>  | 1.03 <sup>2</sup> | 32 <sup>2</sup>            | 41 <sup>2</sup> | 24 <sup>2</sup>  | 0.58 <sup>2</sup> | 30                         | 32   | 28     | 0.88      | 41 <sup>2</sup>  | 44 <sup>2</sup>  | 38 <sup>2</sup>  | 0.86 <sup>2</sup> | 39 <sup>2</sup>                                      | 42 <sup>2</sup> | 36 <sup>2</sup> | 0.86 <sup>2</sup> |
| 88   | 90               | 86               | 0.95              | 59                         | 58              | 60               | 1.03              | 62                         | 65   | 58     | 0.90      | 76               | 77               | 75               | 0.97              | 69   | 71              | 68              | 0.96              |
| Latin America and the Caribbean                        |                  |                  |                   |                            |                 |                  |                   |                            |      |        |           |                  |                  |                  |                   | 81   | 83              | 79              | 0.96              |
| 81   | 83               | 79               | 0.95              | 98                         | 97              | 99               | 1.01              | ...                        | ...  | ...    | ...       | 87               | 88               | 86               | 0.97              | ...  | ...             | ...             | ...               |
| ...  | ...              | ...              | ...               | ...                        | ...             | ...              | ...               | ...                        | ...  | ...    | ...       | ...              | ...              | ...              | ...               | ...  | ...             | ...             | ...               |
| 102 <sup>2</sup>                                       | 100 <sup>2</sup> | 103 <sup>2</sup> | 1.03 <sup>2</sup> | 70 <sup>2</sup>            | 66 <sup>2</sup> | 74 <sup>2</sup>  | 1.13 <sup>2</sup> | 94                         | 91   | 97     | 1.07      | 86 <sup>2</sup>  | 83 <sup>2</sup>  | 89 <sup>2</sup>  | 1.07 <sup>2</sup> | 79 <sup>2</sup>                                      | 76 <sup>2</sup> | 82 <sup>2</sup> | 1.07 <sup>2</sup> |
| 116  | 121              | 111              | 0.92              | 85                         | 79              | 91               | 1.16              | 101                        | 98   | 103    | 1.05      | 97               | 96               | 99               | 1.03              | 76   | 75              | 78              | 1.05              |
| 96   | 97               | 94               | 0.96              | 85                         | 82              | 87               | 1.06              | 115                        | 79   | 78     | 0.99      | 90               | 90               | 91               | 1.00              | 84   | 83              | 85              | 1.02              |
| 112  | 114              | 111              | 0.97              | 114                        | 112             | 117              | 1.04              | 104                        | 101  | 107    | 1.05      | 113              | 113              | 113              | 1.00              | 96   | 96              | 97              | 1.01              |
| 97   | 98               | 96               | 0.98              | 56                         | 52              | 61               | 1.18              | 64                         | 62   | 67     | 1.08      | 84               | 83               | 85               | 1.02              | 71   | 71              | 72              | 1.01              |
| 96   | 93               | 99               | 1.06              | 83                         | 78              | 88               | 1.12              | ...                        | ...  | ...    | ...       | 89               | 85               | 93               | 1.09              | ...  | ...             | ...             | ...               |
| 106 <sup>2</sup>                                       | 106 <sup>2</sup> | 106 <sup>2</sup> | 1.01 <sup>2</sup> | 79 <sup>2</sup>            | 81 <sup>2</sup> | 77 <sup>2</sup>  | 0.9 <sup>2</sup>  | 78                         | 80   | 75     | 0.93      | 88 <sup>2</sup>  | 90 <sup>2</sup>  | 87 <sup>2</sup>  | 0.97 <sup>2</sup> | 73 <sup>2</sup>                                      | 73 <sup>2</sup> | 72 <sup>2</sup> | 0.99 <sup>2</sup> |
| 114 <sup>2</sup>                                       | 112 <sup>2</sup> | 117 <sup>2</sup> | 1.04 <sup>2</sup> | 94 <sup>2</sup>            | 86 <sup>2</sup> | 103 <sup>2</sup> | 1.19 <sup>2</sup> | 99                         | 94   | 104    | 1.11      | 106 <sup>2</sup> | 101 <sup>2</sup> | 111 <sup>2</sup> | 1.10 <sup>2</sup> | 78 <sup>2</sup>                                      | 75 <sup>2</sup> | 81 <sup>2</sup> | 1.08 <sup>2</sup> |
| 113  | 102              | 123              | 1.21              | 91                         | 85              | 97               | 1.13              | 99                         | 103  | 94     | 0.91      | 104              | 96               | 113              | 1.18              | 88   | 82              | 95              | 1.16              |
| 114  | 121              | 107              | 0.88              | 88                         | 89              | 88               | 0.98              | ...                        | ...  | ...    | ...       | 102              | 106              | 98               | 0.92              | 96   | 99              | 92              | 0.92              |
| 99   | 101              | 98               | 0.98              | 86                         | 85              | 88               | 1.03              | 79                         | 78   | 81     | 1.04      | 91               | 90               | 91               | 1.01              | ...  | ...             | ...             | ...               |
| 85   | 82               | 89               | 1.08              | 63                         | 57              | 68               | 1.19              | 71                         | 67   | 75     | 1.11      | 78               | 74               | 82               | 1.11              | ...  | ...             | ...             | ...               |
| 95   | 93               | 96               | 1.03              | 57                         | 53              | 61               | 1.16              | 57                         | 55   | 60     | 1.09      | 79               | 77               | 82               | 1.06              | ...  | ...             | ...             | ...               |
| 101  | 103              | 99               | 0.96              | 87                         | 84              | 89               | 1.06              | 80                         | 78   | 83     | 1.06      | 94               | 93               | 94               | 1.00              | 87   | 87              | 88              | 1.02              |
| 125  | 134              | 117              | 0.87              | 81                         | 73              | 89               | 1.22              | 90                         | 77   | 104    | 1.35      | 107              | 109              | 106              | 0.97              | 92   | 92              | 92              | 1.00              |
| 83   | 78               | 88               | 1.14              | 65                         | 57              | 72               | 1.27              | 55                         | 49   | 62     | 1.27      | 71               | 64               | 78               | 1.21              | 53   | 47              | 59              | 1.24              |
| 69   | 71               | 68               | 0.97              | 52                         | 51              | 54               | 1.05              | 57                         | 56   | 57     | 1.03      | 61               | 61               | 61               | 1.00              | 52 <sup>2</sup>                                      | 52 <sup>2</sup> | 53 <sup>2</sup> | 1.01 <sup>2</sup> |
| 78   | 78               | 78               | 1.00              | 46                         | 44              | 48               | 1.09              | 51                         | 51   | 50     | 0.98      | 63               | 62               | 64               | 1.03              | 53   | 52              | 54              | 1.04              |
| 102  | 104              | 100              | 0.96              | 97*                        | 89*             | 104*             | 1.17*             | ...                        | ...  | ...    | ...       | 100*             | 99*              | 102*             | 1.03*             | 79   | 78              | 80              | 1.02              |
| 56   | 60               | 51               | 0.86              | 44                         | 44              | 44               | 1.01              | 33                         | 36   | 31     | 0.84      | 51               | 54               | 49               | 0.91              | 34 <sup>2</sup>                                      | 35 <sup>2</sup> | 32 <sup>2</sup> | 0.92 <sup>2</sup> |
| 126  | 125              | 127              | 1.01              | 66                         | 64              | 67               | 1.05              | 81                         | 81   | 82     | 1.02      | 102              | 101              | 103              | 1.02              | ...  | ...             | ...             | ...               |
| ...  | ...              | ...              | ...               | ...                        | ...             | ...              | ...               | ...                        | ...  | ...    | ...       | ...              | ...              | ...              | ...               | ...  | ...             | ...             | ...               |
| 60   | 56               | 64               | 1.14              | 75                         | 63              | 87               | 1.39              | ...                        | ...  | ...    | ...       | 65               | 58               | 73               | 1.24              | ...  | ...             | ...             | ...               |
| 94   | 94               | 93               | 1.00              | 77                         | 73              | 81               | 1.11              | 88                         | 87   | 88     | 1.02      | 87               | 86               | 89               | 1.03              | 78   | 77              | 80              | 1.05              |
| 104  | 100              | 108              | 1.07              | 55                         | 54              | 57               | 1.06              | 69                         | 68   | 70     | 1.02      | 80               | 78               | 83               | 1.07              | 65   | 64              | 66              | 1.04              |
| 123  | 124              | 121              | 0.97              | 106                        | 91              | 125              | 1.38              | ...                        | ...  | ...    | ...       | 116              | 111              | 123              | 1.10              | 96 <sup>2</sup>                                      | ...             | ...             | ...               |
| 116 <sup>2</sup>                                       | 120 <sup>2</sup> | 112 <sup>2</sup> | 0.94 <sup>2</sup> | 71 <sup>2</sup>            | 63 <sup>2</sup> | 79 <sup>2</sup>  | 1.25 <sup>2</sup> | 97                         | 90   | 104    | 1.16      | 87 <sup>2</sup>  | 83 <sup>2</sup>  | 90 <sup>2</sup>  | 1.09 <sup>2</sup> | 77 <sup>2</sup>                                      | 73 <sup>2</sup> | 81 <sup>2</sup> | 1.10 <sup>2</sup> |

Table 8 (continued)

|                                  | Country or territory               | TRANSITION FROM<br>PRIMARY TO SECONDARY<br>GENERAL EDUCATION (%) |                    |                    | ENROLMENT IN<br>SECONDARY EDUCATION |  |                       |      |                     |                 |   |   |                               |
|----------------------------------|------------------------------------|--|--------------------|--------------------|-------------------------------------|--|-----------------------|------|---------------------|-----------------|---|---|-------------------------------|
|                                  |                                    | School year ending in<br>2004                                    |                    |                    | Age<br>group                        | School-age<br>population <sup>2</sup><br>(000) | Total enrolment       |      |                     |                 | Enrolment in private<br>institutions as %<br>of total enrolment | Enrolment in<br>technical and<br>vocational education |                               |
|                                  |                                    |  |                    |                    |                                     |  | School year ending in |      |                     |                 |   | School year ending in<br>2005                         | School year ending in<br>2005 |
|                                  |                                    | Total  | Male               | Female             |                                     |  | 1999                  | 2005 | Total<br>(000)      | % F             | Total<br>(000)  |   | % F                           |
| 112                              | Nicaragua                          | ...  | ...                | ...                | 13-17                               | 660  | 321                   | 54   | 438                 | 53              | 27  | 23  | 55                            |
| 113                              | Panama                             | 64.6   | 63.7               | 65.5               | 12-17                               | 365  | 230                   | 51   | 256                 | 51              | 15  | 98  | 49                            |
| 114                              | Paraguay                           | 90.3 <sup>y</sup>  | 90.3 <sup>y</sup>  | 90.3 <sup>y</sup>  | 12-17                               | 825  | 425                   | 50   | 526 <sup>z</sup>    | 50 <sup>z</sup> | 20 <sup>z</sup>   | 47 <sup>z</sup>                                       | 46 <sup>z</sup>               |
| 115                              | Peru                               | 94.7   | 95.9               | 93.5               | 12-16                               | 2 935  | 2 278                 | 48   | 2 691               | 50              | 22  | 279   | 63                            |
| 116                              | Saint Kitts and Nevis <sup>3</sup> | 90.4 <sup>y</sup>  | ...                | ...                | 12-16                               | ...  | ...                   | ...  | 4                   | 51              | 3   | .   | .                             |
| 117                              | Saint Lucia                        | 70.5   | 62.7               | 78.9               | 12-16                               | 18   | 12                    | 56   | 14                  | 54              | 4   | 0.8   | 40                            |
| 118                              | St Vincent/Grenad.                 | 81.1   | 76.3               | 85.2               | 12-16                               | 13   | ...                   | ...  | 10                  | 55              | 25  | 0.4   | 34                            |
| 119                              | Suriname                           | ...  | ...                | ...                | 12-17                               | 53   | ...                   | ...  | 46                  | 56              | 20  | 22  | 50                            |
| 120                              | Trinidad and Tobago                | 92.7*  | 93.6*              | 91.9*              | 12-16                               | 120  | 117                   | 52   | 97*                 | 50*             | 24*   | 0.9   | 28                            |
| 121                              | Turks and Caicos Islands           | 87.5   | 83.8               | 92.0               | 12-16                               | ...  | 1                     | 51   | 2                   | 48              | 16  | 0.1   | 48                            |
| 122                              | Uruguay                            | 80.8 <sup>y</sup>  | 74.6 <sup>y</sup>  | 87.1 <sup>y</sup>  | 12-17                               | 326  | 284                   | 53   | 339 <sup>z</sup>    | 53 <sup>z</sup> | 11 <sup>z</sup>   | 52 <sup>z</sup>                                       | 45 <sup>z</sup>               |
| 123                              | Venezuela                          | 98.7   | 98.4               | 99.0               | 12-16                               | 2 724  | 1 439                 | 54   | 2 028               | 52              | 25  | 78  | 50                            |
| North America and Western Europe |                                    |  |                    |                    |                                     |  |                       |      |                     |                 |   |   |                               |
| 124                              | Andorra <sup>3</sup>               | 95.5 <sup>y</sup>  | 95.2 <sup>y</sup>  | 95.9 <sup>y</sup>  | 12-17                               | ...  | ...                   | ...  | 4                   | 50              | 4   | 0.2   | 49                            |
| 125                              | Austria                            | ...  | ...                | ...                | 10-17                               | 763  | 748                   | 48   | 781                 | 48              | 10  | 300   | 44                            |
| 126                              | Belgium                            | ...  | ...                | ...                | 12-17                               | 741  | 1 033                 | 51   | 815                 | 48              | 68  | 329   | 43                            |
| 127                              | Canada                             | ...  | ...                | ...                | 12-17                               | 2 581  | ...                   | ...  | ...                 | ...             | ...   | ...   | ...                           |
| 128                              | Cyprus <sup>3</sup>                | 99.7   | 100.0              | 99.4               | 12-17                               | ...  | 63                    | 49   | 64                  | 49              | 13  | 4   | 17                            |
| 129                              | Denmark                            | 99.7   | 100.0              | 99.4               | 13-18                               | 374  | 422                   | 50   | 465                 | 49              | 13  | 125   | 44                            |
| 130                              | Finland                            | 99.9   | 99.9               | 100.0              | 13-18                               | 389  | 480                   | 51   | 431                 | 50              | 7   | 123   | 46                            |
| 131                              | France <sup>6</sup>                | ...  | ...                | ...                | 11-17                               | 5 211  | 5 955                 | 49   | 6 036               | 49              | 25  | 1 595   | 44                            |
| 132                              | Germany                            | 99.1   | 99.2               | 99.0               | 10-18                               | 8 254  | 8 185                 | 48   | 8 268               | 48              | 8   | 1 790   | 43                            |
| 133                              | Greece                             | 99.6   | 99.3               | 100.0              | 12-17                               | 702  | 771                   | 49   | 716                 | 48              | 6   | 137   | 38                            |
| 134                              | Iceland                            | 99.7 <sup>y</sup>  | 100.0 <sup>y</sup> | 99.3 <sup>y</sup>  | 13-19                               | 30   | 32                    | 50   | 33 <sup>z</sup>     | 50 <sup>z</sup> | 4 <sup>z</sup>  | 7 <sup>z</sup>  | 41 <sup>z</sup>               |
| 135                              | Ireland                            | 98.8   | ...                | ...                | 12-16                               | 281  | 346                   | 50   | 317                 | 51              | 0.6   | 51  | 55                            |
| 136                              | Israel                             | 73.4   | 73.9               | 72.9               | 12-17                               | 661  | 569                   | 49   | 610                 | 49              | —   | 125   | 43                            |
| 137                              | Italy                              | 99.7   | 100.0              | 99.4               | 11-18                               | 4 534  | 4 450                 | 49   | 4 507               | 48              | 5   | 1 669   | 40                            |
| 138                              | Luxembourg                         | ...  | ...                | ...                | 12-18                               | 38   | 33                    | 50   | 36                  | 50              | 18  | 11  | 49                            |
| 139                              | Malta                              | 93.2   | 89.7               | 97.0               | 11-17                               | 39   | ...                   | ...  | 39                  | 49              | 29  | 4   | 33                            |
| 140                              | Monaco <sup>7</sup>                | ...  | ...                | ...                | 11-17                               | ...  | 3                     | 51   | 3 <sup>z</sup>      | ...             | 23 <sup>z</sup>   | 0.5 <sup>z</sup>                                      | ...                           |
| 141                              | Netherlands                        | 98.1 <sup>y</sup>  | 96.4 <sup>y</sup>  | 100.0 <sup>y</sup> | 12-17                               | 1 190  | 1 365                 | 48   | 1 410               | 48              | 83 <sup>z</sup>   | 725   | 46                            |
| 142                              | Norway                             | 99.9   | 99.9               | 99.8               | 13-18                               | 354  | 378                   | 49   | 403                 | 49              | 7   | 132   | 44                            |
| 143                              | Portugal                           | ...  | ...                | ...                | 12-17                               | 677  | 848                   | 51   | 670                 | 51              | 15  | 110   | 42                            |
| 144                              | San Marino                         | ...  | ...                | ...                | 11-18                               | ...  | ...                   | ...  | ...                 | ...             | ...   | — <sup>z</sup>  | — <sup>z</sup>                |
| 145                              | Spain                              | ...  | ...                | ...                | 12-17                               | 2 510  | 3 299                 | 50   | 3 108               | 50              | 28  | 487   | 49                            |
| 146                              | Sweden                             | ...  | ...                | ...                | 13-18                               | 715  | 964                   | 55   | 735                 | 49              | 10  | 201   | 44                            |
| 147                              | Switzerland                        | 99.6   | 99.3               | 100.0              | 13-19                               | 608  | 544                   | 47   | 575                 | 47              | 7   | 180   | 40                            |
| 148                              | United Kingdom                     | ...  | ...                | ...                | 11-17                               | 5 467  | 5 192                 | 49   | 5 747               | 49              | 30  | 1 333   | 49                            |
| 149                              | United States                      | ...  | ...                | ...                | 12-17                               | 25 787   | 22 445                | ...  | 24 432              | 49              | 9   | .   | .                             |
| South and West Asia              |                                    |  |                    |                    |                                     |  |                       |      |                     |                 |   |   |                               |
| 150                              | Afghanistan                        | ...  | ...                | ...                | 13-18                               | 4 011  | ...                   | ...  | 651                 | 23              | ...   | 9   | 10                            |
| 151                              | Bangladesh                         | 89.3 <sup>y</sup>  | 86.5 <sup>y</sup>  | 92.1 <sup>y</sup>  | 11-17                               | 22 150   | 9 912                 | 49   | 10 355 <sup>z</sup> | 50 <sup>z</sup> | 96 <sup>z</sup>   | 168 <sup>z</sup>                                      | 27 <sup>z</sup>               |
| 152                              | Bhutan <sup>8</sup>                | ...  | ...                | ...                | 13-18                               | ...  | 20                    | 44   | 42                  | 47              | 8   | 1   | 34                            |
| 153                              | India                              | 85.1   | 86.5               | 83.4               | 11-17                               | 158 173  | 67 090                | 39   | 92 743              | 43              | 42 <sup>y</sup>   | 772   | 16                            |
| 154                              | Iran, Islamic Republic of          | 90.3   | 94.9               | 85.6               | 11-17                               | 12 329   | 9 727                 | 47   | 9 942               | 47              | 8   | 876   | 38                            |
| 155                              | Maldives                           | 78.2   | 74.6               | 82.2               | 13-17                               | 40   | 15                    | 51   | 29 <sup>z</sup>     | 52 <sup>z</sup> | 11 <sup>z</sup>   | 1 <sup>z</sup>  | 30 <sup>z</sup>               |
| 156                              | Nepal                              | 76.7 <sup>y</sup>  | 78.7 <sup>y</sup>  | 74.3 <sup>y</sup>  | 10-16                               | 4 499  | 1 265                 | 40   | 1 984               | 45              | 27  | 22  | 22                            |
| 157                              | Pakistan                           | 69.0   | 67.0               | 72.0               | 10-16                               | 26 971   | ...                   | ...  | 7 245               | 41              | 25  | 154   | 25                            |
| 158                              | Sri Lanka                          | 97.0 <sup>x</sup>  | 96.4 <sup>x</sup>  | 97.7 <sup>x</sup>  | 10-17                               | 2 792  | ...                   | ...  | 2 332 <sup>z</sup>  | 49 <sup>z</sup> | 2 <sup>y</sup>  | ...   | ...                           |
| Sub-Saharan Africa               |                                    |  |                    |                    |                                     |  |                       |      |                     |                 |   |   |                               |
| 159                              | Angola                             | ...  | ...                | ...                | 10-16                               | 2 828  | 300                   | 46   | ...                 | ...             | ...   | ...   | ...                           |
| 160                              | Benin                              | 51.1 <sup>x</sup>  | 51.1 <sup>x</sup>  | 51.0 <sup>x</sup>  | 12-18                               | 1 339  | 213                   | 31   | 435                 | 35              | 25  | 58  | 43                            |
| 161                              | Botswana                           | 95.1   | 94.9               | 95.3               | 13-17                               | 226  | 158                   | 51   | 170 <sup>z</sup>    | 51 <sup>z</sup> | 4 <sup>y</sup>  | 11 <sup>z</sup>                                       | 38 <sup>z</sup>               |
| 162                              | Burkina Faso                       | 46.0   | 47.3               | 44.2               | 13-19                               | 2 104  | 173                   | 38   | 295                 | 41              | 39  | 22  | 49                            |
| 163                              | Burundi                            | 32.8   | 35.0               | 29.9               | 13-19                               | 1 291  | ...                   | ...  | 174                 | 43              | 12  | 14  | 48                            |
| 164                              | Cameroon                           | 44.7*  | 42.6*              | 47.2*              | 12-18                               | 2 704  | 626                   | 45   | 1 198*              | 44*             | 40*   | 381*  | 36*                           |
| 165                              | Cape Verde                         | 72.8   | 68.4               | 77.4               | 12-17                               | 76   | ...                   | ...  | 52                  | 52              | —   | 3   | 39                            |
| 166                              | Central African Republic           | ...  | ...                | ...                | 12-18                               | 668  | ...                   | ...  | ...                 | ...             | ...   | ...   | ...                           |

Table 8

| GROSS ENROLMENT RATIO (GER) IN SECONDARY EDUCATION (%) |                  |                  |                   |                            |                  |                  |                   |                       |      |        |           |                  |                  |                  |                   | NET ENROLMENT RATIO (NER) IN SECONDARY EDUCATION (%) |                 |                 |                   |
|--|------------------|------------------|-------------------|----------------------------|------------------|------------------|-------------------|-----------------------|------|--------|-----------|------------------|------------------|------------------|-------------------|--|-----------------|-----------------|-------------------|
| Lower secondary  |                  |                  |                   | Upper secondary            |                  |                  |                   | Total secondary       |      |        |           |                  |                  |                  |                   | Total secondary                                      |                 |                 |                   |
| School year ending in 2005                             |                  |                  |                   | School year ending in 2005 |                  |                  |                   | School year ending in |      |        |           |                  |                  |                  |                   | School year ending in 2005                           |                 |                 |                   |
|  |                  |                  |                   |                            |                  |                  |                   | 1999                  |      |        |           | 2005             |                  |                  |                   |  |                 |                 |                   |
| Total  | Male             | Female           | GPI (F/M)         | Total                      | Male             | Female           | GPI (F/M)         | Total                 | Male | Female | GPI (F/M) | Total            | Male             | Female           | GPI (F/M)         | Total  | Male            | Female          | GPI (F/M)         |
| 75   | 72               | 78               | 1.08              | 53                         | 46               | 60               | 1.31              | 52                    | 48   | 57     | 1.19      | 66               | 62               | 71               | 1.15              | 43   | 40              | 46              | 1.15              |
| 85   | 84               | 86               | 1.03              | 55                         | 52               | 59               | 1.15              | 67                    | 65   | 69     | 1.07      | 70               | 68               | 73               | 1.07              | 64   | 61              | 67              | 1.09              |
| 75 <sup>2</sup>  | 75 <sup>2</sup>  | 75 <sup>2</sup>  | 1.00 <sup>2</sup> | 52 <sup>2</sup>            | 51 <sup>2</sup>  | 53 <sup>2</sup>  | 1.04 <sup>2</sup> | 57                    | 56   | 58     | 1.04      | 64 <sup>2</sup>  | 63 <sup>2</sup>  | 64 <sup>2</sup>  | 1.02 <sup>2</sup> | ...  | ...             | ...             | ...               |
| 104  | 102              | 106              | 1.04              | 72                         | 73               | 71               | 0.96              | 83                    | 86   | 81     | 0.94      | 92               | 91               | 92               | 1.01              | 70   | 70              | 69              | 0.99              |
| 99   | 106              | 92               | 0.87              | 86                         | 78               | 94               | 1.20              | ...                   | ...  | ...    | ...       | 94               | 95               | 93               | 0.98              | 86   | 87              | 85              | 0.99              |
| 81   | 74               | 88               | 1.18              | 73                         | 65               | 82               | 1.26              | 72                    | 63   | 80     | 1.28      | 78               | 71               | 85               | 1.21              | 68   | 61              | 76              | 1.24              |
| 90   | 83               | 96               | 1.16              | 54                         | 44               | 64               | 1.46              | ...                   | ...  | ...    | ...       | 75               | 67               | 83               | 1.24              | 64   | 57              | 71              | 1.23              |
| 94   | 86               | 104              | 1.21              | 73                         | 54               | 93               | 1.71              | ...                   | ...  | ...    | ...       | 87               | 75               | 100              | 1.33              | 75   | 63              | 87              | 1.39              |
| 82*  | 81*              | 83*              | 1.02*             | 79*                        | 77*              | 81*              | 1.06*             | 82                    | 78   | 85     | 1.08      | 81*              | 79*              | 82*              | 1.04*             | 69   | 68              | 70              | 1.03              |
| 86   | 89               | 84               | 0.95              | 85                         | 89               | 82               | 0.92              | ...                   | ...  | ...    | ...       | 86               | 89               | 83               | 0.94              | 70   | 72              | 69              | 0.96              |
| 110 <sup>2</sup>                                       | 106 <sup>2</sup> | 115 <sup>2</sup> | 1.08 <sup>2</sup> | 100 <sup>2</sup>           | 89 <sup>2</sup>  | 111 <sup>2</sup> | 1.25 <sup>2</sup> | 92                    | 84   | 99     | 1.17      | 105 <sup>2</sup> | 98 <sup>2</sup>  | 113 <sup>2</sup> | 1.16 <sup>2</sup> | ...  | ...             | ...             | ...               |
| 86   | 83               | 89               | 1.08              | 57                         | 51               | 63               | 1.25              | 56                    | 51   | 62     | 1.23      | 74               | 70               | 79               | 1.13              | 63   | 59              | 67              | 1.15              |
|  |                  |                  |                   |                            |                  |                  |                   |                       |      |        |           |                  |                  |                  |                   | North America and Western Europe                     |                 |                 |                   |
| 97   | 94               | 100              | 1.06              | 70                         | 61               | 80               | 1.31              | ...                   | ...  | ...    | ...       | 88               | 83               | 93               | 1.12              | 76   | 73              | 80              | 1.10              |
| 104  | 105              | 104              | 0.99              | 100                        | 105              | 96               | 0.92              | 99                    | 101  | 97     | 0.96      | 102              | 105              | 100              | 0.95              | ...  | ...             | ...             | ...               |
| 116  | 119              | 113              | 0.94              | 107                        | 108              | 106              | 0.98              | 142                   | 137  | 147    | 1.08      | 110              | 112              | 108              | 0.97              | 97   | 97              | 98              | 1.01              |
| ...  | ...              | ...              | ...               | ...                        | ...              | ...              | ...               | 105                   | ...  | ...    | ...       | ...              | ...              | ...              | ...               | ...  | ...             | ...             | ...               |
| 97   | 97               | 97               | 1.00              | 96                         | 94               | 98               | 1.03              | 93                    | 92   | 95     | 1.03      | 97               | 96               | 97               | 1.02              | 94   | 93              | 95              | 1.02              |
| 119  | 118              | 121              | 1.02              | 130                        | 127              | 133              | 1.05              | 124                   | 121  | 128    | 1.06      | 124              | 122              | 126              | 1.03              | 92   | 91              | 93              | 1.03              |
| 101  | 101              | 101              | 1.00              | 121                        | 116              | 126              | 1.09              | 121                   | 116  | 126    | 1.09      | 111              | 108              | 113              | 1.05              | 95   | 95              | 95              | 1.01              |
| 115  | 116              | 114              | 0.98              | 117                        | 115              | 118              | 1.03              | 110                   | 110  | 111    | 1.00      | 116              | 116              | 116              | 1.00              | 99   | 98              | 100             | 1.02              |
| 102  | 103              | 102              | 1.00              | 96                         | 98               | 93               | 0.95              | 98                    | 99   | 97     | 0.98      | 100              | 101              | 99               | 0.98              | ...  | ...             | ...             | ...               |
| 99   | 101              | 98               | 0.97              | 104                        | 105              | 104              | 0.98              | 90                    | 89   | 92     | 1.04      | 102              | 103              | 101              | 0.98              | 91   | 90              | 92              | 1.02              |
| 105 <sup>2</sup>                                       | 105 <sup>2</sup> | 105 <sup>2</sup> | 1.00 <sup>2</sup> | 110 <sup>2</sup>           | 108 <sup>2</sup> | 113 <sup>2</sup> | 1.05 <sup>2</sup> | 109                   | 107  | 112    | 1.05      | 108 <sup>2</sup> | 107 <sup>2</sup> | 109 <sup>2</sup> | 1.03 <sup>2</sup> | 88 <sup>2</sup>                                      | 87 <sup>2</sup> | 89 <sup>2</sup> | 1.03 <sup>2</sup> |
| 106  | 104              | 108              | 1.04              | 123                        | 114              | 132              | 1.16              | 107                   | 104  | 110    | 1.06      | 113              | 108              | 118              | 1.09              | 88   | 85              | 91              | 1.06              |
| 77   | 77               | 77               | 1.00              | 108                        | 109              | 107              | 0.99              | 90                    | 90   | 90     | 1.00      | 92               | 93               | 92               | 0.99              | 89   | 89              | 89              | 1.01              |
| 106  | 107              | 104              | 0.97              | 96                         | 96               | 96               | 1.00              | 92                    | 92   | 91     | 0.99      | 99               | 100              | 99               | 0.99              | 92   | 92              | 93              | 1.01              |
| 102  | 101              | 103              | 1.03              | 88                         | 84               | 92               | 1.10              | 92                    | 91   | 94     | 1.03      | 94               | 91               | 97               | 1.06              | 82   | 79              | 85              | 1.08              |
| 104  | 101              | 107              | 1.06              | 89                         | 91               | 86               | 0.94              | ...                   | ...  | ...    | ...       | 99               | 98               | 101              | 1.03              | 84   | 84              | 83              | 0.98              |
| ...  | ...              | ...              | ...               | ...                        | ...              | ...              | ...               | ...                   | ...  | ...    | ...       | ...              | ...              | ...              | ...               | ...  | ...             | ...             | ...               |
| 130  | 133              | 127              | 0.96              | 107                        | 106              | 107              | 1.01              | 124                   | 127  | 122    | 0.96      | 119              | 120              | 117              | 0.98              | 87   | 86              | 88              | 1.02              |
| 102  | 102              | 102              | 1.00              | 127                        | 126              | 127              | 1.01              | 120                   | 119  | 121    | 1.02      | 114              | 114              | 114              | 1.01              | 97   | 97              | 97              | 1.01              |
| 110  | 108              | 112              | 1.03              | 88                         | 81               | 96               | 1.19              | 106                   | 102  | 111    | 1.08      | 99               | 94               | 104              | 1.10              | 83   | 79              | 87              | 1.11              |
| ...  | ...              | ...              | ...               | ...                        | ...              | ...              | ...               | ...                   | ...  | ...    | ...       | ...              | ...              | ...              | ...               | ...  | ...             | ...             | ...               |
| 122  | 123              | 122              | 1.00              | 127                        | 117              | 137              | 1.17              | 109                   | 106  | 113    | 1.07      | 124              | 121              | 127              | 1.05              | 98   | 97              | 100             | 1.03              |
| 104  | 104              | 104              | 1.00              | 102                        | 101              | 102              | 1.01              | 160                   | 141  | 180    | 1.28      | 103              | 103              | 103              | 1.00              | 99   | 99              | 100             | 1.01              |
| 112  | 111              | 113              | 1.01              | 81                         | 87               | 74               | 0.85              | 96                    | 101  | 91     | 0.90      | 94               | 98               | 91               | 0.93              | 84   | 87              | 81              | 0.93              |
| 103  | 103              | 102              | 1.00              | 107                        | 104              | 110              | 1.05              | 101                   | 101  | 101    | 1.00      | 105              | 104              | 107              | 1.03              | 95   | 94              | 97              | 1.04              |
| 102  | 103              | 101              | 0.98              | 88                         | 86               | 90               | 1.05              | 95                    | ...  | ...    | ...       | 95               | 94               | 95               | 1.02              | 89   | 88              | 90              | 1.03              |
|  |                  |                  |                   |                            |                  |                  |                   |                       |      |        |           |                  |                  |                  |                   | South and West Asia                                  |                 |                 |                   |
| 22   | 32               | 11               | 0.35              | 10                         | 15               | 4                | 0.28              | ...                   | ...  | ...    | ...       | 16               | 24               | 8                | 0.33              | ...  | ...             | ...             | ...               |
| 64 <sup>2</sup>  | 61 <sup>2</sup>  | 68 <sup>2</sup>  | 1.10 <sup>2</sup> | 34 <sup>2</sup>            | 35 <sup>2</sup>  | 32 <sup>2</sup>  | 0.94 <sup>2</sup> | 49                    | 49   | 49     | 1.01      | 47 <sup>2</sup>  | 47 <sup>2</sup>  | 48 <sup>2</sup>  | 1.03 <sup>2</sup> | 44 <sup>2</sup>                                      | 44 <sup>2</sup> | 45 <sup>2</sup> | 1.04 <sup>2</sup> |
| ...  | ...              | ...              | ...               | ...                        | ...              | ...              | ...               | ...                   | ...  | ...    | ...       | ...              | ...              | ...              | ...               | ...  | ...             | ...             | ...               |
| 75   | 80               | 68               | 0.85              | 46                         | 52               | 40               | 0.76              | 46                    | 54   | 38     | 0.69      | 59               | 65               | 52               | 0.81              | ...  | ...             | ...             | ...               |
| 86   | 90               | 82               | 0.91              | 77                         | 78               | 75               | 0.96              | 77                    | 80   | 74     | 0.93      | 81               | 83               | 78               | 0.94              | 77   | 79              | 75              | 0.94              |
| 108 <sup>2</sup>                                       | 98 <sup>2</sup>  | 118 <sup>2</sup> | 1.2 <sup>2</sup>  | 18 <sup>2</sup>            | 21 <sup>2</sup>  | 15 <sup>2</sup>  | 0.70 <sup>2</sup> | 43                    | 42   | 45     | 1.07      | 73 <sup>2</sup>  | 68 <sup>2</sup>  | 78 <sup>2</sup>  | 1.14 <sup>2</sup> | 63   | 60              | 66              | 1.10              |
| 66   | 70               | 63               | 0.89              | 24                         | 26               | 22               | 0.87              | 34                    | 40   | 28     | 0.70      | 43               | 46               | 40               | 0.89              | ...  | ...             | ...             | ...               |
| 33   | 38               | 28               | 0.73              | 11                         | 12               | 10               | 0.83              | ...                   | ...  | ...    | ...       | 27               | 31               | 23               | 0.74              | 21   | 24              | 18              | 0.74              |
| 95 <sup>2</sup>  | 94 <sup>2</sup>  | 97 <sup>2</sup>  | 1.04 <sup>2</sup> | 70 <sup>2</sup>            | 72 <sup>2</sup>  | 69 <sup>2</sup>  | 0.96 <sup>2</sup> | ...                   | ...  | ...    | ...       | 83 <sup>2</sup>  | 82 <sup>2</sup>  | 83 <sup>2</sup>  | 1.00 <sup>2</sup> | ...  | ...             | ...             | ...               |
|  |                  |                  |                   |                            |                  |                  |                   |                       |      |        |           |                  |                  |                  |                   | Sub-Saharan Africa                                   |                 |                 |                   |
| ...  | ...              | ...              | ...               | ...                        | ...              | ...              | ...               | 13                    | 14   | 12     | 0.83      | ...              | ...              | ...              | ...               | ...  | ...             | ...             | ...               |
| 41   | 51               | 30               | 0.58              | 20                         | 27               | 14               | 0.52              | 19                    | 26   | 12     | 0.47      | 33               | 41               | 23               | 0.57              | ...  | ...             | ...             | ...               |
| 87 <sup>2</sup>  | 84 <sup>2</sup>  | 89 <sup>2</sup>  | 1.07 <sup>2</sup> | 58 <sup>2</sup>            | 57 <sup>2</sup>  | 58 <sup>2</sup>  | 1.02 <sup>2</sup> | 71                    | 69   | 74     | 1.07      | 75 <sup>2</sup>  | 73 <sup>2</sup>  | 77 <sup>2</sup>  | 1.05 <sup>2</sup> | 60   | 57              | 62              | 1.09              |
| 19   | 22               | 16               | 0.73              | 7                          | 9                | 5                | 0.60              | 10                    | 13   | 8      | 0.61      | 14               | 16               | 12               | 0.70              | 11   | 13              | 9               | 0.70              |
| 17   | 20               | 15               | 0.76              | 8                          | 9                | 6                | 0.68              | ...                   | ...  | ...    | ...       | 13               | 15               | 11               | 0.74              | ...  | ...             | ...             | ...               |
| 49   | 52               | 47               | 0.91              | 37                         | 46               | 28               | 0.61              | 27                    | 29   | 24     | 0.83      | 44*              | 49*              | 39*              | 0.80*             | ...  | ...             | ...             | ...               |
| 90   | 87               | 92               | 1.06              | 45                         | 43               | 47               | 1.10              | ...                   | ...  | ...    | ...       | 68               | 65               | 70               | 1.07              | 58   | 55              | 60              | 1.09              |
| 14 <sup>y</sup>  | 18 <sup>y</sup>  | 10 <sup>y</sup>  | 0.54 <sup>y</sup> | ...                        | ...              | ...              | ...               | ...                   | ...  | ...    | ...       | ...              | ...              | ...              | ...               | ...  | ...             | ...             | ...               |

Table 8 (continued)

| Country or territory | TRANSITION FROM<br>PRIMARY TO SECONDARY<br>GENERAL EDUCATION (%) |                   |                   | ENROLMENT IN<br>SECONDARY EDUCATION |  |                       |       |                |                    |   |   |                  |                 |
|----------------------|--|-------------------|-------------------|-------------------------------------|--|-----------------------|-------|----------------|--------------------|---|---|------------------|-----------------|
|                      | School year ending in<br>2004                                    |                   |                   | Age<br>group                        | School-age<br>population <sup>2</sup><br>(000) | Total enrolment       |       |                |                    | Enrolment in private<br>institutions as %<br>of total enrolment | Enrolment in<br>technical and<br>vocational education |                  |                 |
|                      |  |                   |                   |                                     |  | School year ending in |       |                |                    | School year ending in<br>2005                                   | School year ending in<br>2005                         |                  |                 |
|                      | 1999   |                   | 2005              |                                     |  | Total<br>(000)        | % F   | Total<br>(000) | % F                |   | Total<br>(000)  | % F              |                 |
|                      | Total  | Male              | Female            | 2005                                | 2004   | Total<br>(000)        | % F   | Total<br>(000) | % F                |   |   |                  |                 |
| 167                  | Chad   | 51.3              | 56.1              | 41.8                                | 12-18  | 1 526                 | 123   | 21             | 237                | 25  | ...   | 3                | 41              |
| 168                  | Comoros  | 63.2              | 70.3              | 55.1                                | 12-18  | 123                   | 29    | 44             | 43                 | 43  | 41  | 0.2              | 7               |
| 169                  | Congo  | 58.1              | 58.1              | 58.1                                | 12-18  | 629                   | ...   | ...            | 235 <sup>2</sup>   | 46 <sup>2</sup>   | 22 <sup>2</sup>                                       | 43 <sup>2</sup>  | 48 <sup>2</sup> |
| 170                  | Côte d'Ivoire  | ...               | ...               | ...                                 | 12-18  | 3 078                 | 592   | 35             | ...                | ...   | ...   | ...              | ...             |
| 171                  | Democratic Rep. of the Congo                                     | ...               | ...               | ...                                 | 12-17  | 7 900                 | 1 235 | 34             | 1 655 <sup>Y</sup> | 37 <sup>Y</sup>   | ...   | 443 <sup>Y</sup> | 38 <sup>Y</sup> |
| 172                  | Equatorial Guinea  | ...               | ...               | ...                                 | 12-18  | 78                    | 20    | 27             | ...                | ...   | ...   | ...              | ...             |
| 173                  | Eritrea  | 88.6              | 91.0              | 85.1                                | 12-18  | 690                   | 115   | 41             | 217                | 37  | 6   | 2                | 36              |
| 174                  | Ethiopia   | 85.4              | 85.1              | 85.9                                | 11-18  | 14 529                | 1 859 | 38             | 5 185              | 41  | 6   | 124              | 50              |
| 175                  | Gabon  | ...               | ...               | ...                                 | 12-18  | 227                   | 87    | 46             | ...                | ...   | ...   | ...              | ...             |
| 176                  | Gambia   | ...               | ...               | ...                                 | 13-18  | 188                   | 50    | 39             | 85 <sup>2</sup>    | 45 <sup>2</sup>   | 39 <sup>2</sup>                                       | 0.4 <sup>Y</sup> | 82 <sup>Y</sup> |
| 177                  | Ghana  | 86.8 <sup>X</sup> | 86.9 <sup>X</sup> | 86.7 <sup>X</sup>                   | 12-17  | 3 099                 | 1 024 | 44             | 1 409              | 46  | 14  | 31               | 50              |
| 178                  | Guinea   | 64.0              | 67.9              | 58.0                                | 13-19  | 1 390                 | 172   | 26             | 423                | 33  | 10 <sup>2</sup>                                       | 8                | 48              |
| 179                  | Guinea-Bissau  | ...               | ...               | ...                                 | 13-17  | 172                   | ...   | ...            | ...                | ...   | ...   | ...              | ...             |
| 180                  | Kenya  | ...               | ...               | ...                                 | 12-17  | 5 053                 | 1 822 | 49             | 2 464              | 49  | 6   | 14               | 46              |
| 181                  | Lesotho  | 65.9              | 67.5              | 64.7                                | 13-17  | 244                   | 74    | 57             | 94                 | 56  | 2   | 1                | 52              |
| 182                  | Liberia  | ...               | ...               | ...                                 | 12-17  | 461                   | 114   | 39             | ...                | ...   | ...   | ...              | ...             |
| 183                  | Madagascar   | 54.3              | 55.8              | 52.9                                | 11-17  | 2 959                 | 347   | 49             | ...                | ...   | ...   | ...              | ...             |
| 184                  | Malawi   | 74.3              | 76.7              | 71.7                                | 12-17  | 1 822                 | 556   | 41             | 515                | 45  | 15  | .                | .               |
| 185                  | Mali   | 57.1              | 63.0              | 48.2                                | 13-18  | 1 827                 | 218   | 34             | 430                | 37  | 26  | 42               | 40              |
| 186                  | Mauritius  | 64.2              | 59.5              | 69.2                                | 11-17  | 145                   | 104   | 49             | 128                | 49  | ...   | 18               | 31              |
| 187                  | Mozambique   | 53.2              | 51.3              | 55.9                                | 13-17  | 2 323                 | 103   | 41             | 306                | 41  | 15  | 25               | 30              |
| 188                  | Namibia  | 87.4 <sup>Y</sup> | 86.1 <sup>Y</sup> | 88.6 <sup>Y</sup>                   | 13-17  | 263                   | 116   | 53             | 148                | 53  | 5   | .                | .               |
| 189                  | Niger  | 58.7              | 62.5              | 52.8                                | 13-19  | 2 079                 | 105   | 38             | 182                | 39  | 11  | 5                | 39              |
| 190                  | Nigeria  | ...               | ...               | ...                                 | 12-17  | 18 681                | 3 845 | 47             | 6 398              | 45  | ...   | —                | —               |
| 191                  | Rwanda   | ...               | ...               | ...                                 | 13-18  | 1 432                 | 105   | 51             | 204                | 48  | 44 <sup>Y</sup>                                       | 73               | 48              |
| 192                  | Sao Tome and Principe  | 55.9              | 56.6              | 55.2                                | 13-17  | 18                    | ...   | ...            | 8                  | 51  | —   | 0.1              | 18              |
| 193                  | Senegal  | 49.1              | 51.7              | 46.2                                | 13-19  | 1 903                 | 237   | 39             | 406                | 42  | 23  | 5                | 40              |
| 194                  | Seychelles <sup>3</sup>  | 94.9 <sup>Y</sup> | 92.5 <sup>Y</sup> | 97.3 <sup>Y</sup>                   | 12-16  | ...                   | 8     | 50             | 8                  | 48  | 4 <sup>Y</sup>  | .                | .               |
| 195                  | Sierra Leone   | ...               | ...               | ...                                 | 12-17  | 711                   | ...   | ...            | ...                | ...   | ...   | ...              | ...             |
| 196                  | Somalia  | ...               | ...               | ...                                 | 13-17  | 852                   | ...   | ...            | ...                | ...   | ...   | ...              | ...             |
| 197                  | South Africa   | 89.7 <sup>Y</sup> | 88.5 <sup>Y</sup> | 90.9 <sup>Y</sup>                   | 14-18  | 4 932                 | 4 239 | 53             | 4 593 <sup>2</sup> | 52 <sup>2</sup>   | 3 <sup>2</sup>  | 276 <sup>2</sup> | 40 <sup>2</sup> |
| 198                  | Swaziland  | 89.6 <sup>Y</sup> | 90.8 <sup>Y</sup> | 88.5 <sup>Y</sup>                   | 13-17  | 151                   | 62    | 50             | 68 <sup>2</sup>    | 49 <sup>2</sup>   | — <sup>2</sup>  | ...              | ...             |
| 199                  | Togo   | 66.6              | 69.5              | 62.5                                | 12-18  | 988                   | 232   | 29             | 399                | 34  | 28  | 22               | 18              |
| 200                  | Uganda   | 37.4              | 37.1              | 37.8                                | 13-18  | 4 074                 | 318   | 40             | 760                | 44  | 45 <sup>2</sup>                                       | 32               | 32              |
| 201                  | United Republic of Tanzania                                      | 46.1              | 47.0              | 45.2                                | 14-19  | 5 403                 | 271   | 45             | ...                | ...   | ...   | ...              | ...             |
| 202                  | Zambia   | 55.3              | 54.1              | 56.8                                | 14-18  | 1 445                 | 237   | 43             | 409                | 45  | 4 <sup>2</sup>  | 8                | 8               |
| 203                  | Zimbabwe   | 69.7 <sup>X</sup> | 69.3 <sup>X</sup> | 70.2 <sup>X</sup>                   | 13-18  | 2 105                 | 835   | 47             | 758 <sup>Y</sup>   | 48 <sup>Y</sup>   | ...   | .Y               | .Y              |

|      |                            | Median |      |       |     | Sum     | Sum     | % F | Sum     | % F | Median | Sum    | % F |
|------|----------------------------|--------|------|-------|-----|---------|---------|-----|---------|-----|--------|--------|-----|
| I    | World                      | 91.8   | 91.3 | 92.4  | ... | 775 474 | 438 570 | 47  | 511 936 | 47  | 11     | 51 100 | 45  |
| II   | Countries in transition    | 99.0   | 99.3 | 99.4  | ... | 31 053  | 32 000  | 49  | 28 127  | 48  | 0.5    | 2 943  | 37  |
| III  | Developed countries        | 99.3   | ...  | ...   | ... | 83 730  | 84 659  | 49  | 85 280  | 49  | 8      | 14 738 | 44  |
| IV   | Developing countries       | 87.5   | 87.7 | 87.1  | ... | 660 691 | 321 911 | 46  | 398 529 | 47  | 15     | 33 419 | 46  |
| V    | Arab States                | 92.0   | 89.4 | 93.3  | ... | 41 453  | 22 682  | 46  | 28 275  | 47  | 7      | 3 592  | 42  |
| VI   | Central and Eastern Europe | 99.0   | 98.8 | 99.2  | ... | 39 033  | 39 608  | 48  | 34 880  | 48  | 1      | 6 626  | 40  |
| VII  | Central Asia               | 98.9   | 98.3 | 99.0  | ... | 11 899  | 9 688   | 49  | 10 679  | 48  | 1      | 593    | 41  |
| VIII | East Asia and the Pacific  | 87.5   | 85.5 | 83.8  | ... | 218 312 | 133 794 | 47  | 161 333 | 48  | 19     | 19 789 | 49  |
| IX   | East Asia                  | 85.1   | 84.7 | 85.4  | ... | 214 965 | 130 486 | 47  | 157 828 | 48  | 14     | 18 661 | 49  |
| X    | Pacific                    | 87.5   | 89.4 | 83.8  | ... | 3 347   | 3 308   | 49  | 3 505   | 48  | 27     | 1 127  | 44  |
| XI   | Latin America/Caribbean    | 93.7   | 94.7 | 92.6  | ... | 66 788  | 52 953  | 51  | 58 504  | 51  | 22     | 5 962  | 53  |
| XII  | Caribbean                  | 95.3   | 96.8 | 93.8  | ... | 2 187   | 1 151   | 50  | 1 273   | 50  | 22     | 43     | 48  |
| XIII | Latin America              | 93.7   | 94.7 | 92.6  | ... | 64 601  | 51 802  | 51  | 57 231  | 51  | 22     | 5 919  | 53  |
| XIV  | N. America/W. Europe       | 99.6   | 99.3 | 100.0 | ... | 61 977  | 60 679  | 49  | 63 205  | 49  | 10     | 9 559  | 44  |
| XV   | South and West Asia        | 85.1   | 86.5 | 83.4  | ... | 231 272 | 97 783  | 41  | 121 870 | 44  | 18     | 2 915  | 23  |
| XVI  | Sub-Saharan Africa         | 63.2   | 63.0 | 58.0  | ... | 104 741 | 21 381  | 45  | 33 190  | 44  | 12     | 2 063  | 40  |

1. Refers to lower and upper secondary education (ISCED levels 2 and 3).  
2. Data are for 2004 except for countries with a calendar school year, in which case data are for 2005.  
3. National population data were used to calculate enrolment ratios.

4. Enrolment and population data exclude Transnistria.  
5. Enrolment data for upper secondary education include adult education (students over age 25), particularly in pre-vocational/vocational programmes, in which males are in the majority. This explains the high level of GER and the relatively low GPI.  
6. For the first time, data include French overseas departments and territories (DOM-TOM).



Table 8

| GROSS ENROLMENT RATIO (GER) IN SECONDARY EDUCATION (%) |                 |                 |                   |                            |                 |                 |                   |                       |      |        |           |                 |                 |                 |                   | NET ENROLMENT RATIO (NER) IN SECONDARY EDUCATION (%) |                 |                 |                   |
|--|-----------------|-----------------|-------------------|----------------------------|-----------------|-----------------|-------------------|-----------------------|------|--------|-----------|-----------------|-----------------|-----------------|-------------------|--|-----------------|-----------------|-------------------|
| Lower secondary  |                 |                 |                   | Upper secondary            |                 |                 |                   | Total secondary       |      |        |           |                 |                 |                 |                   | Total secondary                                      |                 |                 |                   |
| School year ending in 2005                             |                 |                 |                   | School year ending in 2005 |                 |                 |                   | School year ending in |      |        |           |                 |                 |                 |                   | School year ending in 2005                           |                 |                 |                   |
|  |                 |                 |                   |                            |                 |                 |                   | 1999                  |      |        |           | 2005            |                 |                 |                   |  |                 |                 |                   |
| Total  | Male            | Female          | GPI (F/M)         | Total                      | Male            | Female          | GPI (F/M)         | Total                 | Male | Female | GPI (F/M) | Total           | Male            | Female          | GPI (F/M)         | Total  | Male            | Female          | GPI (F/M)         |
| 19   | 28              | 10              | 0.35              | 10                         | 16              | 4               | 0.26              | 10                    | 16   | 4      | 0.26      | 16              | 23              | 8               | 0.33              | 11 <sup>y</sup>                                      | 16 <sup>y</sup> | 5 <sup>y</sup>  | 0.33 <sup>y</sup> |
| 41   | 47              | 35              | 0.75              | 27                         | 30              | 24              | 0.78              | 25                    | 28   | 22     | 0.81      | 35              | 40              | 30              | 0.76              | ...  | ...             | ...             | ...               |
| 50 <sup>z</sup>  | 53 <sup>z</sup> | 47 <sup>z</sup> | 0.88 <sup>z</sup> | 21 <sup>z</sup>            | 25 <sup>z</sup> | 17 <sup>z</sup> | 0.69 <sup>z</sup> | ...                   | ...  | ...    | ...       | 39 <sup>z</sup> | 42 <sup>z</sup> | 35 <sup>z</sup> | 0.84 <sup>z</sup> | ...  | ...             | ...             | ...               |
| ...  | ...             | ...             | ...               | ...                        | ...             | ...             | ...               | 22                    | 28   | 15     | 0.54      | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               |
| 30 <sup>y</sup>  | 37 <sup>y</sup> | 23 <sup>y</sup> | 0.63 <sup>y</sup> | 18 <sup>y</sup>            | 23 <sup>y</sup> | 12 <sup>y</sup> | 0.54 <sup>y</sup> | 18                    | 24   | 12     | 0.52      | 22 <sup>y</sup> | 28 <sup>y</sup> | 16 <sup>y</sup> | 0.58 <sup>y</sup> | ...  | ...             | ...             | ...               |
| ...  | ...             | ...             | ...               | ...                        | ...             | ...             | ...               | 31                    | 45   | 17     | 0.37      | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               |
| 44   | 54              | 34              | 0.64              | 21                         | 27              | 14              | 0.52              | 24                    | 28   | 19     | 0.68      | 31              | 40              | 23              | 0.59              | 25   | 30              | 20              | 0.67              |
| <b>49</b>  | <b>56</b>       | <b>41</b>       | <b>0.73</b>       | <b>19</b>                  | <b>24</b>       | <b>14</b>       | <b>0.58</b>       | 15                    | 19   | 12     | 0.62      | <b>35</b>       | <b>41</b>       | <b>28</b>       | <b>0.69</b>       | <b>32</b>  | <b>38</b>       | <b>26</b>       | <b>0.70</b>       |
| ...  | ...             | ...             | ...               | ...                        | ...             | ...             | ...               | 45                    | 49   | 42     | 0.86      | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               |
| 59 <sup>z</sup>  | 63 <sup>z</sup> | 56 <sup>z</sup> | 0.90 <sup>z</sup> | 33 <sup>z</sup>            | 39 <sup>z</sup> | 27 <sup>z</sup> | 0.69 <sup>z</sup> | 33                    | 40   | 26     | 0.65      | 47 <sup>z</sup> | 51 <sup>z</sup> | 42 <sup>z</sup> | 0.82 <sup>z</sup> | 45 <sup>z</sup>                                      | 49 <sup>z</sup> | 41 <sup>z</sup> | 0.83 <sup>z</sup> |
| <b>65</b>  | <b>68</b>       | <b>61</b>       | <b>0.91</b>       | <b>24</b>                  | <b>27</b>       | <b>22</b>       | <b>0.81</b>       | 37                    | 41   | 33     | 0.80      | <b>45</b>       | <b>48</b>       | <b>42</b>       | <b>0.88</b>       | <b>38</b>  | <b>40</b>       | <b>36</b>       | <b>0.91</b>       |
| 37   | 48              | 26              | 0.54              | 21                         | 27              | 14              | 0.52              | 15                    | 21   | 8      | 0.37      | 30              | 39              | 21              | 0.53              | 24   | 31              | 17              | 0.55              |
| ...  | ...             | ...             | ...               | ...                        | ...             | ...             | ...               | ...                   | ...  | ...    | ...       | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               |
| 91   | 92              | 91              | 0.99              | 28                         | 29              | 26              | 0.90              | 38                    | 39   | 37     | 0.96      | 49              | 50              | 48              | 0.95              | 42   | 42              | 42              | 1.01              |
| 48   | 42              | 54              | 1.31              | 25                         | 23              | 27              | 1.15              | 30                    | 26   | 35     | 1.35      | 39              | 34              | 43              | 1.26              | 25   | 19              | 30              | 1.56              |
| ...  | ...             | ...             | ...               | ...                        | ...             | ...             | ...               | 29                    | 35   | 23     | 0.65      | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               |
| 28   | 28              | 28              | 0.98              | ...                        | ...             | ...             | ...               | 14                    | 14   | 14     | 0.96      | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               |
| 40   | 43              | 36              | 0.85              | 15                         | 18              | 13              | 0.73              | 37                    | 43   | 30     | 0.70      | 28              | 31              | 25              | 0.81              | 24   | 25              | 22              | 0.88              |
| 33   | 40              | 26              | 0.64              | 13                         | 16              | 10              | 0.58              | 14                    | 18   | 10     | 0.54      | 24              | 29              | 18              | 0.62              | ...  | ...             | ...             | ...               |
| 99   | 98              | 100             | 1.02              | 80                         | 81              | 78              | 0.96              | 76                    | 76   | 75     | 0.98      | 88              | 89              | 88              | 0.99              | 82   | 81              | 82              | 1.02              |
| 19   | 22              | 15              | 0.70              | 4                          | 5               | 3               | 0.62              | 5                     | 6    | 4      | 0.69      | 13              | 16              | 11              | 0.69              | 7  | 8               | 6               | 0.79              |
| 72   | 67              | 78              | 1.17              | 29                         | 28              | 30              | 1.07              | 57                    | 54   | 61     | 1.13      | 56              | 52              | 60              | 1.15              | 39   | 33              | 44              | 1.34              |
| 12   | 14              | 10              | 0.69              | 4                          | 4               | 3               | 0.63              | 6                     | 7    | 5      | 0.65      | 9               | 10              | 7               | 0.68              | 8  | 9               | 6               | 0.71              |
| 37   | 40              | 34              | 0.87              | 31                         | 34              | 28              | 0.81              | 24                    | 25   | 23     | 0.91      | 34              | 37              | 31              | 0.84              | 27   | 29              | 25              | 0.87              |
| 18   | 19              | 17              | 0.89              | 10                         | 11              | 10              | 0.89              | 10                    | 10   | 10     | 1.00      | 14              | 15              | 13              | 0.89              | ...  | ...             | ...             | ...               |
| 71   | 66              | 75              | 1.14              | 27                         | 27              | 27              | 0.98              | ...                   | ...  | ...    | ...       | 44              | 43              | 46              | 1.08              | 32   | 30              | 34              | 1.11              |
| 28   | 31              | 24              | 0.78              | 12                         | 15              | 10              | 0.67              | 15                    | 18   | 12     | 0.64      | 21              | 24              | 18              | 0.75              | 17   | 19              | 15              | 0.75              |
| 101  | 102             | 100             | 0.98              | 112                        | 111             | 113             | 1.01              | 113                   | 111  | 115    | 1.04      | 105             | 106             | 105             | 0.99              | 97   | 94              | 100             | 1.06              |
| ...  | ...             | ...             | ...               | ...                        | ...             | ...             | ...               | ...                   | ...  | ...    | ...       | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               |
| ...  | ...             | ...             | ...               | ...                        | ...             | ...             | ...               | ...                   | ...  | ...    | ...       | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               |
| 97 <sup>z</sup>  | 94 <sup>z</sup> | 99 <sup>z</sup> | 1.06 <sup>z</sup> | 91 <sup>z</sup>            | 87 <sup>z</sup> | 95 <sup>z</sup> | 1.09 <sup>z</sup> | 88                    | 82   | 93     | 1.13      | 93 <sup>z</sup> | 90 <sup>z</sup> | 97 <sup>z</sup> | 1.07 <sup>z</sup> | ...  | ...             | ...             | ...               |
| 53 <sup>z</sup>  | 53 <sup>z</sup> | 54 <sup>z</sup> | 1.02 <sup>z</sup> | 32 <sup>z</sup>            | 35 <sup>z</sup> | 30 <sup>z</sup> | 0.84 <sup>z</sup> | 45                    | 45   | 45     | 1.00      | 45 <sup>z</sup> | 46 <sup>z</sup> | 44 <sup>z</sup> | 0.97 <sup>z</sup> | 33 <sup>z</sup>                                      | 31 <sup>z</sup> | 35 <sup>z</sup> | 1.13 <sup>z</sup> |
| 54   | 69              | 39              | 0.57              | 20                         | 31              | 10              | 0.31              | 28                    | 40   | 16     | 0.40      | 40              | 54              | 27              | 0.51              | ...  | ...             | ...             | ...               |
| 22   | 24              | 20              | 0.84              | 10                         | 12              | 8               | 0.68              | 10                    | 11   | 8      | 0.66      | 19              | 21              | 17              | 0.81              | 15   | 16              | 14              | 0.90              |
| ...  | ...             | ...             | ...               | ...                        | ...             | ...             | ...               | 6                     | 6    | 5      | 0.82      | ...             | ...             | ...             | ...               | ...  | ...             | ...             | ...               |
| 44   | 47              | 41              | 0.87              | 17                         | 20              | 15              | 0.73              | 20                    | 22   | 17     | 0.77      | 28              | 31              | 25              | 0.82              | 26   | 29              | 23              | 0.80              |
| 55 <sup>y</sup>  | 56 <sup>y</sup> | 53 <sup>y</sup> | 0.95 <sup>y</sup> | 27 <sup>y</sup>            | 29 <sup>y</sup> | 25 <sup>y</sup> | 0.86 <sup>y</sup> | 43                    | 45   | 40     | 0.88      | 36 <sup>y</sup> | 38 <sup>y</sup> | 35 <sup>y</sup> | 0.91 <sup>y</sup> | 34 <sup>y</sup>                                      | 35 <sup>y</sup> | 33 <sup>y</sup> | 0.93 <sup>y</sup> |
| Weighted average                                       |                 |                 |                   |                            |                 |                 |                   |                       |      |        |           |                 |                 |                 |                   | Weighted average                                     |                 |                 |                   |
| 79   | 81              | 76              | 0.94              | 53                         | 54              | 51              | 0.94              | 60                    | 63   | 57     | 0.91      | 66              | 68              | 64              | 0.94              | 59   | 60              | 57              | 0.95              |
| 91   | 92              | 90              | 0.98              | 89                         | 92              | 87              | 0.95              | 91                    | 91   | 91     | 0.99      | 91              | 92              | 89              | 0.97              | 82   | 83              | 81              | 0.98              |
| 104  | 105             | 104             | 0.99              | 99                         | 98              | 100             | 1.02              | 100                   | 100  | 100    | 1.00      | 102             | 102             | 102             | 1.00              | 92   | 91              | 93              | 1.02              |
| 75   | 77              | 72              | 0.93              | 46                         | 48              | 44              | 0.92              | 53                    | 56   | 49     | 0.88      | 60              | 63              | 58              | 0.93              | 53   | 55              | 51              | 0.93              |
| 81   | 86              | 76              | 0.89              | 54                         | 55              | 53              | 0.96              | 60                    | 63   | 56     | 0.89      | 68              | 71              | 65              | 0.92              | 59   | 61              | 58              | 0.94              |
| 91   | 93              | 90              | 0.96              | 87                         | 89              | 84              | 0.95              | 87                    | 89   | 86     | 0.97      | 89              | 91              | 87              | 0.96              | 81   | 82              | 80              | 0.98              |
| 95   | 97              | 94              | 0.98              | 76                         | 80              | 73              | 0.91              | 86                    | 88   | 85     | 0.97      | 90              | 92              | 88              | 0.96              | 84   | 86              | 83              | 0.97              |
| 93   | 93              | 93              | 1.00              | 55                         | 54              | 55              | 1.01              | 64                    | 66   | 63     | 0.96      | 74              | 74              | 74              | 1.00              | 70   | 70              | 70              | 1.00              |
| 93   | 93              | 93              | 1.00              | 54                         | 53              | 54              | 1.01              | 64                    | 65   | 62     | 0.96      | 73              | 73              | 74              | 1.00              | 70   | 70              | 70              | 1.00              |
| 89   | 90              | 89              | 0.99              | 132                        | 134             | 130             | 0.96              | 107                   | 106  | 107    | 1.01      | 105             | 106             | 103             | 0.98              | 69   | 69              | 69              | 1.01              |
| 100  | 98              | 102             | 1.05              | 73                         | 68              | 77              | 1.13              | 80                    | 77   | 83     | 1.07      | 88              | 84              | 91              | 1.08              | 68   | 66              | 70              | 1.07              |
| 75   | 75              | 75              | 1.01              | 43                         | 42              | 43              | 1.04              | 54                    | 53   | 55     | 1.03      | 58              | 57              | 59              | 1.02              | 42   | 40              | 43              | 1.07              |
| 101  | 99              | 103             | 1.05              | 74                         | 69              | 79              | 1.13              | 81                    | 78   | 84     | 1.07      | 89              | 85              | 92              | 1.08              | 69   | 67              | 71              | 1.07              |
| 105  | 106             | 104             | 0.99              | 99                         | 97              | 100             | 1.03              | 101                   | 101  | 100    | 0.99      | 102             | 102             | 102             | 1.01              | 92   | 91              | 92              | 1.02              |
| 66   | 70              | 61              | 0.86              | 41                         | 46              | 36              | 0.78              | 46                    | 53   | 39     | 0.74      | 53              | 57              | 48              | 0.83              | 46   | 51              | 42              | 0.83              |
| 38   | 43              | 34              | 0.80              | 24                         | 27              | 21              | 0.78              | 24                    | 26   | 21     | 0.82      | 32              | 35              | 28              | 0.79              | 25   | 28              | 23              | 0.82              |

7. Enrolment ratios were not calculated due to lack of United Nations population data by age.

8. Enrolment ratios were not calculated due to inconsistencies between enrolment and the United Nations population data.

Data in italic are UIS estimates.

Data in bold are for the school year ending in 2006.

(z) Data are for the school year ending in 2004.

(y) Data are for the school year ending in 2003.

(x) Data are for the school year ending in 2002.

(\*) National estimates.

Table 9A  
Participation in tertiary education

| Country or territory                | ENROLMENT IN TERTIARY EDUCATION |     |                  |                 |                                 |      |        |           |                 |                 |                 |                   |
|-------------------------------------|---------------------------------|-----|------------------|-----------------|---------------------------------|------|--------|-----------|-----------------|-----------------|-----------------|-------------------|
|                                     | Total students enrolled         |     |                  |                 | Gross enrolment ratio (GER) (%) |      |        |           |                 |                 |                 |                   |
|                                     | School year ending in           |     |                  |                 | School year ending in           |      |        |           |                 |                 |                 |                   |
|                                     | 1999                            |     | 2005             |                 | 1999                            |      |        |           | 2005            |                 |                 |                   |
|                                     | Total (000)                     | % F | Total (000)      | % F             | Total                           | Male | Female | GPI (F/M) | Total           | Male            | Female          | GPI (F/M)         |
| <b>Arab States</b>                  |                                 |     |                  |                 |                                 |      |        |           |                 |                 |                 |                   |
| Algeria                             | 456                             | ... | 755              | 57              | 14                              | ...  | ...    | ...       | 20              | 17              | 24              | 1.37              |
| Bahrain                             | 11                              | 60  | 19               | 68              | 21                              | 16   | 27     | 1.76      | 36              | 22              | 50              | 2.23              |
| Djibouti                            | 0.2                             | 51  | 2                | 42              | 0.3                             | 0.3  | 0.3    | 1.05      | 2               | 3               | 2               | 0.73              |
| Egypt                               | 2 447                           | ... | 2 594            | ...             | 36                              | ...  | ...    | ...       | 34              | ...             | ...             | ...               |
| Iraq                                | 272                             | 34  | 425              | 36              | 11                              | 15   | 8      | 0.54      | 15              | 19              | 11              | 0.59              |
| Jordan                              | ...                             | ... | 218              | 50              | ...                             | ...  | ...    | ...       | 39              | 38              | 40              | 1.06              |
| Kuwait                              | 32                              | 68  | 35               | 66              | 23                              | 14   | 34     | 2.39      | 18              | 11              | 25              | 2.19              |
| Lebanon                             | 113                             | 50  | 166              | 53              | 36                              | 36   | 37     | 1.04      | 51              | 47              | 54              | 1.15              |
| Libyan Arab Jamahiriya              | 308                             | 49  | 375 <sup>y</sup> | 51 <sup>y</sup> | 53                              | 53   | 52     | 0.98      | 56 <sup>y</sup> | 54 <sup>y</sup> | 59 <sup>y</sup> | 1.09 <sup>y</sup> |
| Mauritania                          | 13                              | ... | 9                | 25              | 5                               | ...  | ...    | ...       | 3               | 5               | 2               | 0.33              |
| Morocco                             | 273                             | 42  | 367              | 45              | 9                               | 10   | 8      | 0.74      | 11              | 12              | 10              | 0.85              |
| Oman                                | ...                             | ... | 48               | 51              | ...                             | ...  | ...    | ...       | 18              | 18              | 19              | 1.09              |
| Palestinian A. T.                   | 66                              | 46  | 127              | 50              | 25                              | 26   | 23     | 0.89      | 38              | 37              | 39              | 1.04              |
| Qatar                               | 9                               | 72  | 10               | 68              | 25                              | 13   | 41     | 3.23      | 19              | 10              | 33              | 3.45              |
| Saudi Arabia                        | 350                             | 57  | 604              | 58              | 20                              | 17   | 24     | 1.38      | 28              | 23              | 34              | 1.47              |
| Sudan                               | 201                             | 47  | ...              | ...             | 6                               | 6    | 6      | 0.92      | ...             | ...             | ...             | ...               |
| Syrian Arab Republic                | ...                             | ... | ...              | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Tunisia                             | 157                             | 48  | 315              | 57              | 17                              | 17   | 17     | 0.97      | 30              | 26              | 35              | 1.37              |
| United Arab Emirates                | 40                              | 67  | 68 <sup>y</sup>  | 66 <sup>y</sup> | 19                              | 10   | 31     | 3.03      | 22 <sup>y</sup> | 12 <sup>y</sup> | 39 <sup>y</sup> | 3.24 <sup>y</sup> |
| Yemen                               | 164                             | 21  | 201              | 26              | 10                              | 16   | 4      | 0.28      | 9               | 14              | 5               | 0.37              |
| <b>Central and Eastern Europe</b>   |                                 |     |                  |                 |                                 |      |        |           |                 |                 |                 |                   |
| Albania                             | 39                              | 60  | 53 <sup>2</sup>  | 62 <sup>2</sup> | 16                              | 13   | 18     | 1.40      | 19 <sup>2</sup> | 15 <sup>2</sup> | 23 <sup>2</sup> | 1.57 <sup>2</sup> |
| Belarus                             | 387                             | 56  | 529              | 57              | 52                              | 45   | 59     | 1.32      | 62              | 53              | 72              | 1.37              |
| Bosnia and Herzegovina              | ...                             | ... | ...              | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Bulgaria                            | 270                             | 59  | 238              | 52              | 46                              | 36   | 56     | 1.54      | 44              | 41              | 47              | 1.14              |
| Croatia                             | 96                              | 53  | 122 <sup>y</sup> | 53 <sup>y</sup> | 31                              | 28   | 33     | 1.16      | 39 <sup>y</sup> | 35 <sup>y</sup> | 42 <sup>y</sup> | 1.19 <sup>y</sup> |
| Czech Republic                      | 231                             | 50  | 336              | 53              | 26                              | 26   | 27     | 1.03      | 48              | 44              | 52              | 1.16              |
| Estonia                             | 49                              | 58  | 68               | 62              | 51                              | 42   | 60     | 1.42      | 66              | 50              | 82              | 1.66              |
| Hungary                             | 279                             | 54  | 436              | 58              | 33                              | 30   | 37     | 1.24      | 65              | 53              | 78              | 1.46              |
| Latvia                              | 82                              | 62  | 131              | 63              | 50                              | 38   | 62     | 1.64      | 74              | 54              | 96              | 1.79              |
| Lithuania                           | 107                             | 60  | 195              | 60              | 44                              | 35   | 53     | 1.52      | 76              | 59              | 93              | 1.57              |
| Poland                              | 1 399                           | 57  | 2 118            | 58              | 44                              | 37   | 52     | 1.38      | 63              | 53              | 74              | 1.41              |
| Republic of Moldova <sup>2, 3</sup> | 104                             | 56  | 119              | 59              | 33                              | 29   | 38     | 1.30      | 34              | 27              | 41              | 1.48              |
| Romania                             | 408                             | 51  | 739              | 55              | 22                              | 21   | 23     | 1.09      | 45              | 40              | 50              | 1.26              |
| Russian Federation                  | ...                             | ... | 9 020            | 57              | ...                             | ...  | ...    | ...       | 71              | 60              | 82              | 1.36              |
| Serbia and Montenegro <sup>2</sup>  | 197                             | 54  | ...              | ...             | 34                              | 31   | 37     | 1.19      | ...             | ...             | ...             | ...               |
| Slovakia                            | 123                             | 52  | 181              | 55              | 26                              | 25   | 28     | 1.11      | 41              | 36              | 46              | 1.29              |
| Slovenia                            | 79                              | 56  | 112              | 58              | 53                              | 45   | 61     | 1.36      | 81              | 67              | 96              | 1.43              |
| TFYR Macedonia                      | 35                              | 55  | 49               | 57              | 22                              | 19   | 24     | 1.28      | 30              | 25              | 35              | 1.38              |
| Turkey                              | 1 465                           | 40  | 2 106            | 42              | 22                              | 25   | 17     | 0.68      | 31              | 36              | 26              | 0.74              |
| Ukraine                             | 1 737                           | 53  | 2 605            | 54              | 47                              | 44   | 51     | 1.14      | 69              | 63              | 75              | 1.20              |
| <b>Central Asia</b>                 |                                 |     |                  |                 |                                 |      |        |           |                 |                 |                 |                   |
| Armenia                             | 61                              | 54  | 87               | 55              | 24                              | 22   | 25     | 1.11      | 28              | 25              | 31              | 1.22              |
| Azerbaijan                          | 108                             | 39  | 129              | 47              | 15                              | 19   | 12     | 0.64      | 15              | 16              | 14              | 0.90              |
| Georgia                             | 130                             | 52  | 174              | 50              | 36                              | 35   | 37     | 1.07      | 46              | 45              | 47              | 1.04              |
| Kazakhstan                          | 324                             | 53  | 753              | 58              | 25                              | 23   | 26     | 1.16      | 53              | 44              | 62              | 1.42              |
| Kyrgyzstan                          | 131                             | 51  | 220              | 55              | 29                              | 28   | 30     | 1.04      | 41              | 37              | 46              | 1.25              |
| Mongolia                            | 65                              | 65  | 124              | 61              | 26                              | 18   | 34     | 1.88      | 43              | 33              | 54              | 1.62              |
| Tajikistan                          | 76                              | 25  | 119              | 26              | 14                              | 20   | 7      | 0.35      | 17              | 26              | 9               | 0.35              |
| Turkmenistan                        | ...                             | ... | ...              | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Uzbekistan                          | ...                             | ... | 408 <sup>2</sup> | 44 <sup>2</sup> | ...                             | ...  | ...    | ...       | 15 <sup>2</sup> | 17 <sup>2</sup> | 14 <sup>2</sup> | 0.80 <sup>2</sup> |
| <b>East Asia and the Pacific</b>    |                                 |     |                  |                 |                                 |      |        |           |                 |                 |                 |                   |
| Australia                           | 846                             | 54  | 1 015            | 54              | 66                              | 59   | 72     | 1.22      | 72              | 64              | 80              | 1.25              |
| Brunei Darussalam                   | 3.7                             | 66  | 5                | 67              | 12                              | 8    | 16     | 1.97      | 15              | 10              | 20              | 2.02              |
| Cambodia                            | ...                             | ... | 57               | 31              | ...                             | ...  | ...    | ...       | 3               | 5               | 2               | 0.46              |
| China                               | 6 366                           | ... | 23 361           | 47              | 6                               | ...  | ...    | ...       | 22              | 22              | 21              | 0.97              |
| Cook Islands                        | .                               | .   | .                | .               | .                               | .    | .      | .         | .               | .               | .               | .                 |

Table 9A

| DISTRIBUTION OF STUDENTS BY ISCED LEVEL (%) |                 |                    |                                     |                 |                    | FOREIGN STUDENTS      |     |                  |                 | Country or territory                |
|---|-----------------|--------------------|-------------------------------------|-----------------|--------------------|-----------------------|-----|------------------|-----------------|-------------------------------------|
| Total students                              |                 |                    | Percentage of females at each level |                 |                    | School year ending in |     |                  |                 |                                     |
| School year ending in                       |                 |                    | School year ending in               |                 |                    | School year ending in |     |                  |                 |                                     |
| 1999  |                 |                    | 2005                                |                 |                    | 1999                  |     | 2005             |                 |                                     |
| Level 5A                                    | Level 5B        | Level 6            | Level 5A                            | Level 5B        | Level 6            | Total (000)           | % F | Total (000)      | % F             |                                     |
| Arab States                                 |                 |                    |                                     |                 |                    |                       |     |                  |                 |                                     |
| 77  | 19              | 4                  | 64                                  | 30              | 44                 | ...                   | ... | 5 <sup>z</sup>   | ...             | Algeria                             |
| 92  | 8               | 0                  | 69                                  | 52              | 30                 | ...                   | ... | 0.8              | 43              | Bahrain                             |
| 69  | 31              | .                  | 39                                  | 48              | .                  | —                     | —   | —                | —               | Djibouti                            |
| ...   | ...             | ...                | ...                                 | ...             | ...                | ...                   | ... | ...              | ...             | Egypt                               |
| 78  | 17              | 5                  | 39                                  | 22              | 35                 | ...                   | ... | 4 <sup>z</sup>   | 19 <sup>z</sup> | Iraq                                |
| 88  | 11              | 1                  | 49                                  | 61              | 28                 | ...                   | ... | 21               | 27              | Jordan                              |
| 98  | .               | 2                  | 66                                  | .               | 51                 | ...                   | ... | ...              | ...             | Kuwait                              |
| 84  | 15              | 1                  | 54                                  | 47              | 35                 | 16                    | ... | 14               | 53              | Lebanon                             |
| 72 <sup>y</sup>                             | 26 <sup>y</sup> | 2 <sup>y</sup>     | 52 <sup>y</sup>                     | 50 <sup>y</sup> | 38 <sup>y</sup>    | ...                   | ... | ...              | ...             | Libyan Arab Jamahiriya              |
| 96  | 4               | .                  | 25                                  | 13              | .                  | ...                   | ... | 0.2 <sup>z</sup> | ...             | Mauritania                          |
| 77  | 17              | 5                  | 46                                  | 45              | 32                 | 4.2                   | 16  | 5                | 29              | Morocco                             |
| 79  | 20              | 1                  | 54                                  | 41              | 22                 | ...                   | ... | ...              | ...             | Oman                                |
| 90  | 10              | .                  | 50                                  | 49              | .                  | 3                     | 29  | — <sup>z</sup>   | — <sup>z</sup>  | Palestinian A. T.                   |
| 97  | 3               | 1                  | 68                                  | 87              | 39                 | ...                   | ... | 2                | 61              | Qatar                               |
| 84  | 14              | 2                  | 65                                  | 21              | 40                 | 6                     | 25  | 13               | 33              | Saudi Arabia                        |
| ...   | ...             | ...                | ...                                 | ...             | ...                | ...                   | ... | ...              | ...             | Sudan                               |
| ...   | ...             | ...                | ...                                 | ...             | ...                | ...                   | ... | ...              | ...             | Syrian Arab Republic                |
| ...   | ...             | ...                | ...                                 | ...             | ...                | 2.7 <sup>j</sup>      | ... | 2.3 <sup>z</sup> | ...             | Tunisia                             |
| ...   | ...             | ...                | ...                                 | ...             | ...                | ...                   | ... | ...              | ...             | United Arab Emirates                |
| ...   | ...             | 0                  | ...                                 | ...             | 31                 | ...                   | ... | ...              | ...             | Yemen                               |
| Central and Eastern Europe                  |                 |                    |                                     |                 |                    |                       |     |                  |                 |                                     |
| 99 <sup>z</sup>                             | 1 <sup>z</sup>  | ./, 1 <sup>z</sup> | 62 <sup>z</sup>                     | 73 <sup>z</sup> | ./, 1 <sup>z</sup> | 0.8                   | 27  | 0.5 <sup>z</sup> | 25 <sup>z</sup> | Albania                             |
| 69  | 30              | 1                  | 58                                  | 55              | 53                 | 3                     | ... | 4                | ...             | Belarus                             |
| ...   | ...             | ...                | ...                                 | ...             | ...                | ...                   | ... | ...              | ...             | Bosnia and Herzegovina              |
| 90  | 8               | 2                  | 52                                  | 55              | 50                 | 8                     | 42  | 9                | 41              | Bulgaria                            |
| 66 <sup>y</sup>                             | 34 <sup>y</sup> | 0 <sup>y</sup>     | 55 <sup>y</sup>                     | 50 <sup>y</sup> | 36 <sup>y</sup>    | 0.5 <sup>j</sup>      | ... | 3 <sup>y</sup>   | 46 <sup>y</sup> | Croatia                             |
| 83  | 10              | 7                  | 52                                  | 68              | 37                 | 5                     | 41  | 19               | ...             | Czech Republic                      |
| 62  | 36              | 3                  | 62                                  | 62              | 53                 | 0.8                   | 58  | 1.1              | 56              | Estonia                             |
| 93  | 5               | 2                  | 58                                  | 64              | 45                 | 9 <sup>j</sup>        | 54  | 14               | 46              | Hungary                             |
| 86  | 13              | 1                  | 64                                  | 59              | 58                 | 2 <sup>j</sup>        | ... | 1.7              | ...             | Latvia                              |
| 70  | 29              | 1                  | 60                                  | 60              | 57                 | 0.5                   | 22  | 0.9              | 48              | Lithuania                           |
| 97  | 1               | 2                  | 57                                  | 81              | 48                 | 6 <sup>j</sup>        | 48  | 10               | 53              | Poland                              |
| 98  | —               | 2                  | 59                                  | —               | 61                 | 2                     | ... | 2.3              | 35              | Republic of Moldova <sup>2, 3</sup> |
| 91  | 6               | 3                  | 55                                  | 56              | 47                 | 13                    | 40  | 11               | ...             | Romania                             |
| 76  | 22              | ...                | 58                                  | 54              | ...                | 41                    | ... | 90               | ...             | Russian Federation                  |
| ...   | ...             | ...                | ...                                 | ...             | ...                | 1.3                   | 37  | ...              | ...             | Serbia and Montenegro <sup>2</sup>  |
| 92  | 3               | 6                  | 56                                  | 64              | 41                 | ...                   | ... | 1.6              | 45              | Slovakia                            |
| 50  | 49              | 1                  | 61                                  | 55              | 46                 | 0.7                   | 40  | 1.1              | ...             | Slovenia                            |
| 94  | 6               | —                  | 57                                  | 50              | —                  | 0.3                   | 43  | 0.3              | 49              | TFYR Macedonia                      |
| 69  | 29              | 1                  | 43                                  | 39              | 40                 | 18 <sup>y</sup>       | 28  | 18               | 29              | Turkey                              |
| 78  | 21              | 1                  | 54                                  | 53              | 52                 | 18                    | ... | 23               | ...             | Ukraine                             |
| Central Asia                                |                 |                    |                                     |                 |                    |                       |     |                  |                 |                                     |
| 98  | .               | 2                  | 56                                  | .               | 36                 | ...                   | ... | 4                | 44              | Armenia                             |
| 99  | .               | 1                  | 47                                  | .               | 27                 | 1.7                   | 35  | 2.5              | 15              | Azerbaijan                          |
| 99  | .               | 1                  | 50                                  | .               | 65                 | 0.3                   | ... | 0.2              | ...             | Georgia                             |
| 99  | .               | 1                  | 58                                  | .               | 55                 | 8                     | ... | 9                | ...             | Kazakhstan                          |
| 99  | .               | 1                  | 55                                  | .               | 62                 | 1.1                   | 51  | 24               | 61              | Kyrgyzstan                          |
| 94  | 5               | 1                  | 62                                  | 59              | 61                 | 0.3                   | 50  | 0.8              | 34              | Mongolia                            |
| 99  | .               | 1                  | 26                                  | .               | 29                 | 5                     | 25  | 1.0              | 40              | Tajikistan                          |
| ...   | ...             | ...                | ...                                 | ...             | ...                | ...                   | ... | ...              | ...             | Turkmenistan                        |
| 59 <sup>z</sup>                             | 40 <sup>z</sup> | 1 <sup>z</sup>     | 39 <sup>z</sup>                     | 51 <sup>z</sup> | 39 <sup>z</sup>    | ...                   | ... | ...              | ...             | Uzbekistan                          |
| East Asia and the Pacific                   |                 |                    |                                     |                 |                    |                       |     |                  |                 |                                     |
| 80  | 16              | 4                  | 55                                  | 52              | 50                 | 117                   | 49  | 207              | 46              | Australia                           |
| 60  | 39              | 0                  | 69                                  | 64              | 13                 | 0.07                  | 53  | 0.2              | 42              | Brunei Darussalam                   |
| 99  | .               | 1                  | 32                                  | .               | 27                 | 0.02                  | 25  | 0.0 <sup>z</sup> | 18 <sup>z</sup> | Cambodia                            |
| ...   | ...             | ...                | ...                                 | ...             | ...                | ...                   | ... | 36               | 45              | China                               |
| .   | .               | .                  | .                                   | .               | .                  | .                     | .   | . <sup>z</sup>   | . <sup>z</sup>  | Cook Islands                        |

Table 9A (continued)

| Country or territory                | ENROLMENT IN TERTIARY EDUCATION |     |                    |                 |                                 |      |        |           |                 |                 |                 |                   |
|-------------------------------------|---------------------------------|-----|--------------------|-----------------|---------------------------------|------|--------|-----------|-----------------|-----------------|-----------------|-------------------|
|                                     | Total students enrolled         |     |                    |                 | Gross enrolment ratio (GER) (%) |      |        |           |                 |                 |                 |                   |
|                                     | School year ending in           |     |                    |                 | School year ending in           |      |        |           |                 |                 |                 |                   |
|                                     | 1999                            |     | 2005               |                 | 1999                            |      |        |           | 2005            |                 |                 |                   |
|                                     | Total (000)                     | % F | Total (000)        | % F             | Total                           | Male | Female | GPI (F/M) | Total           | Male            | Female          | GPI (F/M)         |
| DPR Korea                           | ...                             | ... | ...                | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Fiji                                | ...                             | ... | 13                 | 53              | ...                             | ...  | ...    | ...       | 15              | 14              | 17              | 1.20              |
| Indonesia                           | ...                             | ... | 3 640              | 44              | ...                             | ...  | ...    | ...       | 17              | 19              | 15              | 0.79              |
| Japan                               | 3 941                           | 45  | 4 038              | 46              | 45                              | 49   | 41     | 0.85      | 55              | 59              | 52              | 0.89              |
| Kiribati                            | .                               | .   | .                  | .               | .                               | .    | .      | .         | .               | .               | .               | .                 |
| Lao People's Democratic Republic    | 12                              | 32  | 47                 | 41              | 2                               | 3    | 2      | 0.49      | 8               | 9               | 7               | 0.72              |
| Macao, China                        | 7                               | 46  | 23                 | 43              | 27                              | 31   | 24     | 0.77      | 61              | 71              | 52              | 0.73              |
| Malaysia                            | 473                             | 50  | 731 <sup>2</sup>   | 55 <sup>2</sup> | 23                              | 23   | 24     | 1.04      | 32 <sup>2</sup> | 28 <sup>2</sup> | 36 <sup>2</sup> | 1.31 <sup>2</sup> |
| Marshall Islands                    | ...                             | ... | 0.9 <sup>y</sup>   | 56 <sup>y</sup> | ...                             | ...  | ...    | ...       | 17 <sup>y</sup> | 15 <sup>y</sup> | 19 <sup>y</sup> | 1.30 <sup>y</sup> |
| Micronesia (Federated States of)    | 2                               | ... | ...                | ...             | 14                              | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Myanmar                             | 335                             | 61  | ...                | ...             | 7                               | 5    | 9      | 1.60      | ...             | ...             | ...             | ...               |
| Nauru                               | .                               | .   | .                  | .               | .                               | .    | .      | .         | .               | .               | .               | .                 |
| New Zealand                         | 167                             | 59  | 240                | 59              | 67                              | 55   | 79     | 1.45      | 82              | 66              | 99              | 1.50              |
| Niue                                | .                               | .   | .                  | .               | .                               | .    | .      | .         | .               | .               | .               | .                 |
| Palau                               | ...                             | ... | ...                | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Papua New Guinea                    | 10                              | 35  | ...                | ...             | 2                               | 3    | 1      | 0.55      | ...             | ...             | ...             | ...               |
| Philippines                         | 2 209                           | 55  | 2 403              | 54              | 29                              | 25   | 32     | 1.26      | 28              | 25              | 31              | 1.23              |
| Republic of Korea                   | 2 636                           | 35  | 3 210              | 37              | 66                              | 83   | 47     | 0.57      | 91              | 111             | 70              | 0.63              |
| Samoa                               | 1.9                             | 47  | ...                | ...             | 12                              | 11   | 12     | 1.04      | ...             | ...             | ...             | ...               |
| Singapore                           | ...                             | ... | ...                | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Solomon Islands                     | .                               | .   | .                  | .               | .                               | .    | .      | .         | .               | .               | .               | .                 |
| Thailand                            | 1 814                           | 53  | 2 339              | 51              | 32                              | 30   | 35     | 1.16      | 43              | 42              | 44              | 1.06              |
| Timor-Leste                         | ...                             | ... | ...                | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Tokelau                             | .                               | .   | .                  | .               | .                               | .    | .      | .         | .               | .               | .               | .                 |
| Tonga                               | 0.4                             | 55  | 0.7 <sup>2</sup>   | 60 <sup>2</sup> | 3                               | 3    | 4      | 1.27      | 6 <sup>2</sup>  | 5 <sup>2</sup>  | 8 <sup>2</sup>  | 1.67 <sup>2</sup> |
| Tuvalu                              | .                               | .   | .                  | .               | .                               | .    | .      | .         | .               | .               | .               | .                 |
| Vanuatu                             | 0.6                             | ... | 1.0 <sup>2</sup>   | 36 <sup>2</sup> | 4                               | ...  | ...    | ...       | 5 <sup>2</sup>  | 6 <sup>2</sup>  | 4 <sup>2</sup>  | 0.58 <sup>2</sup> |
| Viet Nam                            | 810                             | 43  | 1 355              | 41              | 11                              | 12   | 9      | 0.76      | 16              | 19              | 13              | 0.71              |
| Latin America and the Caribbean     |                                 |     |                    |                 |                                 |      |        |           |                 |                 |                 |                   |
| Anguilla                            | .                               | .   | 0.03               | 76              | .                               | .    | .      | .         | 3               | 2               | 5               | 3.11              |
| Antigua and Barbuda                 | .                               | .   | . <sup>2</sup>     | . <sup>2</sup>  | .                               | .    | .      | .         | . <sup>2</sup>  | . <sup>2</sup>  | . <sup>2</sup>  | . <sup>2</sup>    |
| Argentina                           | 1 601                           | 62  | 2 127 <sup>2</sup> | 58 <sup>2</sup> | 49                              | 37   | 60     | 1.63      | 65 <sup>2</sup> | 54 <sup>2</sup> | 76 <sup>2</sup> | 1.41 <sup>2</sup> |
| Aruba <sup>2</sup>                  | 1.4                             | 54  | 2.1                | 60              | 26                              | 24   | 28     | 1.16      | 34              | 27*             | 40              | 1.49              |
| Bahamas                             | .                               | .   | . <sup>2</sup>     | . <sup>2</sup>  | .                               | .    | .      | .         | . <sup>2</sup>  | . <sup>2</sup>  | . <sup>2</sup>  | . <sup>2</sup>    |
| Barbados                            | 7                               | 69  | ...                | ...             | 33                              | 20   | 46     | 2.29      | ...             | ...             | ...             | ...               |
| Belize                              | ...                             | ... | 0.7 <sup>2</sup>   | 70 <sup>2</sup> | ...                             | ...  | ...    | ...       | 3 <sup>2</sup>  | 2 <sup>2</sup>  | 4 <sup>2</sup>  | 2.43 <sup>2</sup> |
| Bermuda                             | ...                             | ... | ...                | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Bolivia                             | 253                             | ... | 346 <sup>2</sup>   | ...             | 33                              | ...  | ...    | ...       | 41 <sup>2</sup> | ...             | ...             | ...               |
| Brazil                              | 2 457                           | 56  | 4 275 <sup>2</sup> | 56 <sup>2</sup> | 14                              | 13   | 16     | 1.26      | 24 <sup>2</sup> | 21 <sup>2</sup> | 27 <sup>2</sup> | 1.32 <sup>2</sup> |
| British Virgin Islands <sup>2</sup> | 0.9                             | 70  | 1.2                | 69              | 60                              | 36   | 86     | 2.40      | 75              | 46              | 106             | 2.28              |
| Cayman Islands <sup>4</sup>         | 0.4                             | 74  | ...                | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Chile                               | 451                             | 47  | 664                | 48              | 38                              | 39   | 36     | 0.91      | 48              | 49              | 47              | 0.96              |
| Colombia                            | 878                             | 52  | 1 224              | 51              | 22                              | 21   | 23     | 1.11      | 29              | 28              | 31              | 1.09              |
| Costa Rica                          | 59                              | 53  | 111                | 54              | 16                              | 15   | 17     | 1.17      | 25              | 23              | 28              | 1.26              |
| Cuba                                | 153                             | 53  | 472                | 62*             | 20                              | 18   | 21     | 1.18      | 61              | 46*             | 78*             | 1.72*             |
| Dominica                            | .                               | .   | .                  | .               | .                               | .    | .      | .         | .               | .               | .               | .                 |
| Dominican Republic                  | ...                             | ... | 294 <sup>2</sup>   | 61 <sup>2</sup> | ...                             | ...  | ...    | ...       | 33 <sup>2</sup> | 25 <sup>2</sup> | 41 <sup>2</sup> | 1.64 <sup>2</sup> |
| Ecuador                             | ...                             | ... | ...                | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| El Salvador                         | 118                             | 55  | 122                | 55              | 18                              | 16   | 19     | 1.25      | 19              | 17              | 21              | 1.23              |
| Grenada                             | .                               | .   | .                  | .               | .                               | .    | .      | .         | .               | .               | .               | .                 |
| Guatemala                           | ...                             | ... | 115 <sup>y</sup>   | 43 <sup>y</sup> | ...                             | ...  | ...    | ...       | 10 <sup>y</sup> | 11 <sup>y</sup> | 8 <sup>y</sup>  | 0.72 <sup>y</sup> |
| Guyana                              | ...                             | ... | 7                  | 68              | ...                             | ...  | ...    | ...       | 10              | 6               | 13              | 2.13              |
| Haiti                               | ...                             | ... | ...                | ...             | ...                             | ...  | ...    | ...       | ...             | ...             | ...             | ...               |
| Honduras                            | 85                              | 56  | 123 <sup>2</sup>   | 59 <sup>2</sup> | 14                              | 12   | 16     | 1.29      | 16 <sup>2</sup> | 13 <sup>2</sup> | 20 <sup>2</sup> | 1.46 <sup>2</sup> |
| Jamaica                             | ...                             | ... | 46 <sup>y</sup>    | 70 <sup>y</sup> | ...                             | ...  | ...    | ...       | 19 <sup>y</sup> | 12 <sup>y</sup> | 26 <sup>y</sup> | 2.29 <sup>y</sup> |
| Mexico                              | 1 838                           | 48  | 2 385              | 50              | 18                              | 19   | 17     | 0.92      | 24              | 24              | 24              | 0.99              |
| Montserrat                          | .                               | .   | .                  | .               | ...                             | ...  | ...    | ...       | .               | .               | .               | .                 |
| Netherlands Antilles                | 2                               | 53  | ...                | ...             | 23                              | 22   | 25     | 1.13      | ...             | ...             | ...             | ...               |
| Nicaragua                           | ...                             | ... | 104 <sup>y</sup>   | 52 <sup>y</sup> | ...                             | ...  | ...    | ...       | 18 <sup>y</sup> | 17 <sup>y</sup> | 19 <sup>y</sup> | 1.11 <sup>y</sup> |
| Panama                              | 109                             | 61  | 126                | 61              | 41                              | 31   | 50     | 1.59      | 44              | 34              | 55              | 1.63              |
| Paraguay                            | 66                              | 57  | 149 <sup>2</sup>   | 57 <sup>2</sup> | 13                              | 11   | 15     | 1.38      | 24 <sup>2</sup> | 21 <sup>2</sup> | 28 <sup>2</sup> | 1.34 <sup>2</sup> |

Table 9A

| DISTRIBUTION OF STUDENTS BY ISCED LEVEL (%) |                 |                 |                                     |                 |                 | FOREIGN STUDENTS      |     |                  |                 | Country or territory                |
|---|-----------------|-----------------|-------------------------------------|-----------------|-----------------|-----------------------|-----|------------------|-----------------|-------------------------------------|
| Total students                              |                 |                 | Percentage of females at each level |                 |                 |                       |     |                  |                 |                                     |
| School year ending in                       |                 |                 | School year ending in               |                 |                 | School year ending in |     |                  |                 |                                     |
| 1999  |                 |                 | 2005                                |                 |                 | 1999                  |     | 2005             |                 |                                     |
| Level 5A                                    | Level 5B        | Level 6         | Level 5A                            | Level 5B        | Level 6         | Total (000)           | % F | Total (000)      | % F             |                                     |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | DPR Korea                           |
| 86  | 12              | 1               | 52                                  | 63              | 43              | ...                   | ... | 4 <sup>2</sup>   | 53 <sup>2</sup> | Fiji                                |
| 73  | 26              | 2               | 42                                  | 49              | 35              | 0.3                   | ... | 0.4 <sup>2</sup> | ...             | Indonesia                           |
| 74  | 24              | 2               | 41                                  | 62              | 29              | 57                    | 43  | 126              | 49              | Japan                               |
| .   | .               | .               | .                                   | .               | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | Kiribati                            |
| 45  | 55              | .               | 42                                  | 41              | .               | 0.08                  | 14  | 0.2              | 28              | Lao People's Democratic Republic    |
| 86  | 13              | 2               | 40                                  | 62              | 24              | ...                   | ... | 13               | 30              | Macao, China                        |
| 54 <sup>2</sup>                             | 45 <sup>2</sup> | 1 <sup>2</sup>  | 58 <sup>2</sup>                     | 52 <sup>2</sup> | 38 <sup>2</sup> | 4                     | ... | 30 <sup>Y</sup>  | ...             | Malaysia                            |
| 14 <sup>Y</sup>                             | 86 <sup>Y</sup> | . <sup>Y</sup>  | 57 <sup>Y</sup>                     | 56 <sup>Y</sup> | . <sup>Y</sup>  | ...                   | ... | ...              | ...             | Marshall Islands                    |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Micronesia (Federated States of)    |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Myanmar                             |
| .   | .               | .               | .                                   | .               | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | Nauru                               |
| 73  | 25              | 2               | 59                                  | 58              | 52              | 7                     | 51  | 41               | 50              | New Zealand                         |
| .   | .               | .               | .                                   | .               | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | Niue                                |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Palau                               |
| ...   | ...             | ...             | ...                                 | ...             | ...             | 0.3                   | 32  | ...              | ...             | Papua New Guinea                    |
| 89  | 11              | 0               | 54                                  | 53              | 61              | 4                     | ... | 5                | ...             | Philippines                         |
| 61  | 38              | 1               | 37                                  | 37              | 33              | 3                     | 38  | 15               | 47              | Republic of Korea                   |
| ...   | ...             | ...             | ...                                 | ...             | ...             | 0.1                   | 39  | ...              | ...             | Samoa                               |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Singapore                           |
| .   | .               | .               | .                                   | .               | .               | .                     | .   | . <sup>Y</sup>   | . <sup>Y</sup>  | Solomon Islands                     |
| 83  | 17              | 0               | 52                                  | 48              | 54              | 2i                    | 55  | ...              | ...             | Thailand                            |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Timor-Leste                         |
| .   | .               | .               | .                                   | .               | .               | .                     | .   | .                | .               | Tokelau                             |
| 30 <sup>2</sup>                             | 42 <sup>2</sup> | 28 <sup>2</sup> | 34 <sup>2</sup>                     | 95 <sup>2</sup> | 36 <sup>2</sup> | ...                   | ... | ...              | ...             | Tonga                               |
| .   | .               | .               | .                                   | .               | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | Tuvalu                              |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Vanuatu                             |
| 67  | 30              | 3               | 47                                  | 29              | 28              | 0.5                   | 15  | 2.1              | 21              | Viet Nam                            |
| Latin America and the Caribbean             |                 |                 |                                     |                 |                 |                       |     |                  |                 |                                     |
| 52  | 48              | .               | 71                                  | 81              | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | Anguilla                            |
| . <sup>2</sup>                              | . <sup>2</sup>  | . <sup>2</sup>  | . <sup>2</sup>                      | . <sup>2</sup>  | . <sup>2</sup>  | .                     | .   | ...              | ...             | Antigua and Barbuda                 |
| 74 <sup>2</sup>                             | 26 <sup>2</sup> | 0 <sup>2</sup>  | 55 <sup>2</sup>                     | 67 <sup>2</sup> | 56 <sup>2</sup> | ...                   | ... | ...              | ...             | Argentina                           |
| 30  | 70              | .               | 73                                  | 54              | .               | ...                   | ... | 0.04             | 80              | Aruba <sup>2</sup>                  |
| . <sup>2</sup>                              | . <sup>2</sup>  | . <sup>2</sup>  | . <sup>2</sup>                      | . <sup>2</sup>  | . <sup>2</sup>  | ...                   | ... | ...              | ...             | Bahamas                             |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Barbados                            |
| 100 <sup>2</sup>                            | . <sup>2</sup>  | . <sup>2</sup>  | 70 <sup>2</sup>                     | . <sup>2</sup>  | . <sup>2</sup>  | ...                   | ... | — <sup>2</sup>   | — <sup>2</sup>  | Belize                              |
| .   | 100             | .               | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Bermuda                             |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Bolivia                             |
| 94 <sup>2</sup>                             | 4 <sup>2</sup>  | 3 <sup>2</sup>  | 57 <sup>2</sup>                     | 35 <sup>2</sup> | 56 <sup>2</sup> | ...                   | ... | 1.2 <sup>Y</sup> | ...             | Brazil                              |
| 67  | 33              | .               | 75                                  | 56              | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | British Virgin Islands <sup>2</sup> |
| ...   | ...             | ...             | ...                                 | ...             | . <sup>2</sup>  | ...                   | ... | ...              | ...             | Cayman Islands <sup>4</sup>         |
| 67  | 33              | 0               | 52                                  | 40              | 39              | 1.5                   | ... | 2.0              | ...             | Chile                               |
| 75  | 25              | 0               | 57                                  | 35              | 41              | ...                   | ... | ...              | ...             | Colombia                            |
| 85 <sup>2</sup>                             | 13 <sup>2</sup> | 1 <sup>2</sup>  | 56 <sup>2</sup>                     | 43 <sup>2</sup> | 58 <sup>2</sup> | ...                   | ... | 1.6 <sup>2</sup> | ...             | Costa Rica                          |
| 99  | .               | 1               | 62*                                 | .               | 44              | ...                   | ... | 14               | ...             | Cuba                                |
| .   | .               | .               | .                                   | .               | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | Dominica                            |
| 91 <sup>2</sup>                             | 8 <sup>2</sup>  | 1 <sup>2</sup>  | 65 <sup>2</sup>                     | 25 <sup>2</sup> | 40 <sup>2</sup> | ...                   | ... | ...              | ...             | Dominican Republic                  |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Ecuador                             |
| 88  | 12              | 0               | 55                                  | 54              | 13              | ...                   | ... | 0.5              | ...             | El Salvador                         |
| .   | .               | .               | .                                   | .               | .               | ...                   | ... | . <sup>2</sup>   | . <sup>2</sup>  | Grenada                             |
| 95 <sup>Y</sup>                             | 5 <sup>Y</sup>  | . <sup>Y</sup>  | 42 <sup>Y</sup>                     | 66 <sup>Y</sup> | . <sup>Y</sup>  | ...                   | ... | ...              | ...             | Guatemala                           |
| 81  | 19              | .               | 65                                  | 78              | .               | ...                   | ... | 0.04             | 51              | Guyana                              |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Haiti                               |
| 91 <sup>2</sup>                             | 9 <sup>2</sup>  | 0 <sup>2</sup>  | 58 <sup>2</sup>                     | 67 <sup>2</sup> | 33 <sup>2</sup> | ...                   | ... | 0.8 <sup>Y</sup> | 35 <sup>Y</sup> | Honduras                            |
| 37 <sup>Y</sup>                             | 56 <sup>Y</sup> | 7 <sup>Y</sup>  | 73 <sup>Y</sup>                     | 68 <sup>Y</sup> | 71 <sup>Y</sup> | 0.6                   | ... | ...              | ...             | Jamaica                             |
| 96  | 3               | 1               | 51                                  | 42              | 40              | 2                     | ... | ...              | ...             | Mexico                              |
| .   | .               | .               | .                                   | .               | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | Montserrat                          |
| ...   | ...             | ...             | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Netherlands Antilles                |
| 95 <sup>Y</sup>                             | 5 <sup>Y</sup>  | . <sup>Y</sup>  | 52 <sup>Y</sup>                     | 59 <sup>Y</sup> | . <sup>Y</sup>  | ...                   | ... | ...              | ...             | Nicaragua                           |
| 89  | 11              | 0               | 62                                  | 55              | 57              | ...                   | ... | ...              | ...             | Panama                              |
| 87 <sup>2</sup>                             | 13 <sup>2</sup> | ...             | 55 <sup>2</sup>                     | 67 <sup>2</sup> | ...             | ...                   | ... | ...              | ...             | Paraguay                            |

Table 9A (continued)

| Country or territory             | ENROLMENT IN TERTIARY EDUCATION |     |                      |                 |                                 |      |        |           |                   |                  |                  |                   |
|----------------------------------|---------------------------------|-----|----------------------|-----------------|---------------------------------|------|--------|-----------|-------------------|------------------|------------------|-------------------|
|                                  | Total students enrolled         |     |                      |                 | Gross enrolment ratio (GER) (%) |      |        |           |                   |                  |                  |                   |
|                                  | School year ending in           |     |                      |                 | School year ending in           |      |        |           |                   |                  |                  |                   |
|                                  | 1999                            |     | 2005                 |                 | 1999                            |      |        |           | 2005              |                  |                  |                   |
|                                  | Total (000)                     | % F | Total (000)          | % F             | Total                           | Male | Female | GPI (F/M) | Total             | Male             | Female           | GPI (F/M)         |
| Peru                             | ...                             | ... | 908                  | 50              | ...                             | ...  | ...    | ...       | 33                | 33               | 34               | 1.03              |
| Saint Kitts and Nevis            | .                               | .   | .                    | .               | .                               | .    | .      | .         | .                 | .                | .                | .                 |
| Saint Lucia                      | ...                             | ... | 2.2                  | 74              | ...                             | ...  | ...    | ...       | 14                | 7                | 20               | 2.80              |
| Saint Vincent and the Grenadines | .                               | .   | .                    | .               | .                               | .    | .      | .         | .                 | .                | .                | .                 |
| Suriname                         | ...                             | ... | ...                  | ...             | ...                             | ...  | ...    | ...       | ...               | ...              | ...              | ...               |
| Trinidad and Tobago              | 7.6                             | 57  | 17                   | 56              | 6                               | 5    | 7      | 1.38      | 12                | 11               | 14               | 1.27              |
| Turks and Caicos Islands         | .                               | .   | .                    | .               | .                               | .    | .      | .         | .                 | .                | .                | .                 |
| Uruguay                          | 91                              | 63  | 103 <sup>2</sup>     | 66 <sup>2</sup> | 34                              | 25   | 44     | 1.76      | 41 <sup>2</sup>   | 27 <sup>2</sup>  | 55 <sup>2</sup>  | 2.03 <sup>2</sup> |
| Venezuela                        | ...                             | ... | 1 050 <sup>*,2</sup> | ...             | ...                             | ...  | ...    | ...       | 41 <sup>*,2</sup> | ...              | ...              | ...               |
| North America and Western Europe |                                 |     |                      |                 |                                 |      |        |           |                   |                  |                  |                   |
| Andorra <sup>2</sup>             | ...                             | ... | 0.3                  | 51              | ...                             | ...  | ...    | ...       | 8                 | 8                | 9                | 1.06              |
| Austria                          | 253                             | 50  | 244                  | 54              | 54                              | 52   | 55     | 1.04      | 50                | 46               | 55               | 1.20              |
| Belgium                          | 352                             | 53  | 390                  | 54              | 56                              | 52   | 60     | 1.15      | 63                | 56               | 70               | 1.24              |
| Canada                           | 1 221                           | 56  | ...                  | ...             | 60                              | 51   | 69     | 1.34      | ...               | ...              | ...              | ...               |
| Cyprus <sup>2</sup>              | 11                              | 56  | 20                   | 52              | 21                              | 19   | 23     | 1.25      | 33                | 31               | 35               | 1.13              |
| Denmark                          | 190                             | 56  | 232                  | 57              | 56                              | 48   | 64     | 1.33      | 80                | 67               | 94               | 1.39              |
| Finland                          | 263                             | 54  | 306                  | 54              | 82                              | 74   | 91     | 1.22      | 92                | 83               | 101              | 1.21              |
| France <sup>5</sup>              | 2 012                           | 54  | 2 187                | 55              | 52                              | 47   | 58     | 1.24      | 56                | 49               | 64               | 1.29              |
| Germany                          | ...                             | ... | ...                  | ...             | ...                             | ...  | ...    | ...       | ...               | ...              | ...              | ...               |
| Greece                           | 388                             | 50  | 647                  | 51              | 47                              | 45   | 49     | 1.11      | 89                | 83               | 95               | 1.14              |
| Iceland                          | 8                               | 62  | 15 <sup>2</sup>      | 65 <sup>2</sup> | 40                              | 30   | 50     | 1.68      | 68 <sup>2</sup>   | 48 <sup>2</sup>  | 88 <sup>2</sup>  | 1.85 <sup>2</sup> |
| Ireland                          | 151                             | 54  | 187                  | 55              | 45                              | 41   | 49     | 1.20      | 59                | 52               | 67               | 1.27              |
| Israel                           | 247                             | 58  | 311                  | 56              | 48                              | 40   | 57     | 1.44      | 58                | 50               | 66               | 1.34              |
| Italy                            | 1 797                           | 55  | 2 015                | 57              | 47                              | 41   | 53     | 1.28      | 66                | 56               | 76               | 1.36              |
| Luxembourg                       | 2.7                             | 52  | 3 <sup>2</sup>       | 53 <sup>2</sup> | 11                              | 10   | 11     | 1.09      | 12 <sup>2</sup>   | 11 <sup>2</sup>  | 13 <sup>2</sup>  | 1.18 <sup>2</sup> |
| Malta                            | 6                               | 51  | 9                    | 56              | 20                              | 18   | 21     | 1.13      | 32                | 27               | 37               | 1.36              |
| Monaco                           | .                               | .   | .                    | .               | .                               | .    | .      | .         | .                 | .                | .                | .                 |
| Netherlands                      | 470                             | 49  | 565                  | 51              | 50                              | 50   | 50     | 1.01      | 61                | 58               | 63               | 1.08              |
| Norway                           | 187                             | 57  | 214                  | 60              | 66                              | 56   | 78     | 1.40      | 80                | 63               | 97               | 1.54              |
| Portugal                         | 357                             | 56  | 381                  | 56              | 45                              | 39   | 51     | 1.30      | 56                | 49               | 64               | 1.30              |
| San Marino                       | ...                             | ... | ...                  | ...             | ...                             | ...  | ...    | ...       | ...               | ...              | ...              | ...               |
| Spain                            | 1 787                           | 53  | 1 809                | 54              | 55                              | 50   | 60     | 1.18      | 67                | 60               | 74               | 1.22              |
| Sweden                           | 335                             | 58  | 427                  | 60              | 64                              | 53   | 75     | 1.41      | 82                | 64               | 100              | 1.55              |
| Switzerland                      | 156                             | 42  | 200                  | 46              | 38                              | 44   | 31     | 0.70      | 47                | 52               | 43               | 0.84              |
| United Kingdom                   | 2 081                           | 53  | 2 288                | 57              | 60                              | 56   | 64     | 1.15      | 60                | 50               | 70               | 1.39              |
| United States                    | 13 769                          | 56  | 17 272               | 57              | 73                              | 63   | 83     | 1.31      | 83                | 69               | 97               | 1.40              |
| South and West Asia              |                                 |     |                      |                 |                                 |      |        |           |                   |                  |                  |                   |
| Afghanistan                      | ...                             | ... | 28 <sup>2</sup>      | 20 <sup>2</sup> | ...                             | ...  | ...    | ...       | 1 <sup>2</sup>    | 2 <sup>2</sup>   | 0.5 <sup>2</sup> | 0.28 <sup>2</sup> |
| Bangladesh                       | 709                             | 32  | 912                  | 33              | 6                               | 8    | 4      | 0.51      | 6                 | 8                | 4                | 0.53              |
| Bhutan <sup>6</sup>              | 1.5                             | 36  | ...                  | ...             | ...                             | ...  | ...    | ...       | ...               | ...              | ...              | ...               |
| India                            | ...                             | ... | 11 777               | 40              | ...                             | ...  | ...    | ...       | 11                | 13               | 9                | 0.70              |
| Iran, Islamic Republic of        | 1 308                           | 43  | 2 126                | 51              | 19                              | 21   | 17     | 0.80      | 24                | 23               | 25               | 1.09              |
| Maldives                         | ...                             | ... | 0.1 <sup>2</sup>     | 70 <sup>2</sup> | ...                             | ...  | ...    | ...       | 0.2 <sup>2</sup>  | 0.1 <sup>2</sup> | 0.3 <sup>2</sup> | 2.37 <sup>2</sup> |
| Nepal                            | ...                             | ... | 147 <sup>2</sup>     | 28 <sup>2</sup> | ...                             | ...  | ...    | ...       | 6 <sup>2</sup>    | 8 <sup>2</sup>   | 3 <sup>2</sup>   | 0.40 <sup>2</sup> |
| Pakistan                         | ...                             | ... | 783                  | 45              | ...                             | ...  | ...    | ...       | 5                 | 5                | 4                | 0.88              |
| Sri Lanka                        | ...                             | ... | ...                  | ...             | ...                             | ...  | ...    | ...       | ...               | ...              | ...              | ...               |
| Sub-Saharan Africa               |                                 |     |                      |                 |                                 |      |        |           |                   |                  |                  |                   |
| Angola                           | 8                               | 39  | 13 <sup>y</sup>      | 40 <sup>y</sup> | 0.6                             | 0.7  | 0.5    | 0.63      | 0.8 <sup>y</sup>  | 1.0 <sup>y</sup> | 0.7 <sup>y</sup> | 0.66 <sup>y</sup> |
| Benin                            | 16                              | 21  | ...                  | ...             | 3                               | 4    | 1      | 0.26      | ...               | ...              | ...              | ...               |
| Botswana                         | 5.5                             | 44  | 11                   | 50              | 3                               | 3    | 3      | 0.79      | 5                 | 5                | 5                | 1.00              |
| Burkina Faso                     | 10                              | 23  | 28                   | 31              | 1.0                             | 1.5  | 0.5    | 0.30      | 2                 | 3                | 1                | 0.45              |
| Burundi                          | 5                               | 30  | 17                   | 28              | 1                               | 1    | 1      | 0.41      | 2                 | 3                | 1                | 0.38              |
| Cameroon                         | 67                              | ... | 100 <sup>*</sup>     | 40 <sup>*</sup> | 5                               | ...  | ...    | ...       | 6 <sup>*</sup>    | 7 <sup>*</sup>   | 5 <sup>*</sup>   | 0.66 <sup>*</sup> |
| Cape Verde                       | 0.7                             | ... | 4                    | 51              | 2                               | ...  | ...    | ...       | 7                 | 7                | 7                | 1.04              |
| Central African Republic         | 6                               | 16  | 6                    | ...             | 2                               | 3    | 1      | 0.18      | 2                 | ...              | ...              | ...               |
| Chad                             | ...                             | ... | 10                   | 13              | ...                             | ...  | ...    | ...       | 1                 | 2                | 0                | 0.14              |
| Comoros                          | 0.6                             | 43  | 2 <sup>2</sup>       | 43 <sup>2</sup> | 1                               | 1    | 1      | 0.75      | 2 <sup>2</sup>    | 3 <sup>2</sup>   | 2 <sup>2</sup>   | 0.77 <sup>2</sup> |
| Congo                            | 11                              | 21  | 12 <sup>y</sup>      | 16 <sup>y</sup> | 4                               | 6    | 1      | 0.26      | 4 <sup>y</sup>    | 6 <sup>y</sup>   | 1 <sup>y</sup>   | 0.19 <sup>y</sup> |
| Côte d'Ivoire                    | 97                              | 26  | ...                  | ...             | 6                               | 10   | 3      | 0.36      | ...               | ...              | ...              | ...               |



Table 9A

| DISTRIBUTION OF STUDENTS BY ISCED LEVEL (%) |                  |                |                                     |                 |                 | FOREIGN STUDENTS      |     |                  |                 | Country or territory             |
|---|------------------|----------------|-------------------------------------|-----------------|-----------------|-----------------------|-----|------------------|-----------------|----------------------------------|
| Total students                              |                  |                | Percentage of females at each level |                 |                 |                       |     |                  |                 |                                  |
| School year ending in                       |                  |                | School year ending in               |                 |                 | School year ending in |     |                  |                 |                                  |
| 1999  |                  |                | 2005                                |                 |                 | 1999                  |     | 2005             |                 |                                  |
| Level 5A                                    | Level 5B         | Level 6        | Level 5A                            | Level 5B        | Level 6         | Total (000)           | % F | Total (000)      | % F             |                                  |
| 58  | 42               | ...            | 45                                  | 57              | ...             | ...                   | ... | ...              | ...             | Peru                             |
| .   | .                | .              | .                                   | .               | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | Saint Kitts and Nevis            |
| 75  | 25               | .              | 80                                  | 56              | .               | ...                   | ... | . <sup>2</sup>   | . <sup>2</sup>  | Saint Lucia                      |
| .   | .                | .              | .                                   | .               | .               | .                     | .   | .                | .               | Saint Vincent and the Grenadines |
| ...   | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Suriname                         |
| 51  | 34               | 15             | 60                                  | 48              | 58              | 1.0                   | 46  | 1.0 <sup>2</sup> | 55 <sup>2</sup> | Trinidad and Tobago              |
| .   | .                | .              | .                                   | .               | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | Turks and Caicos Islands         |
| 73 <sup>2</sup>                             | 27 <sup>2</sup>  | ...            | 60 <sup>2</sup>                     | 83 <sup>2</sup> | ...             | 0.9                   | ... | ...              | ...             | Uruguay                          |
| 61 <sup>*,2</sup>                           | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | 2 <sup>2</sup>   | ...             | Venezuela                        |
| North America and Western Europe            |                  |                |                                     |                 |                 |                       |     |                  |                 |                                  |
| 27  | 73               | .              | 60                                  | 48              | .               | ...                   | ... | 0.0 <sup>y</sup> | ...             | Andorra <sup>2</sup>             |
| 83  | 10               | 6              | 53                                  | 68              | 45              | 30                    | 49  | 34 <sup>2</sup>  | 52 <sup>2</sup> | Austria                          |
| 46  | 52               | 2              | 51                                  | 58              | 40              | 36                    | 48  | 21               | 59              | Belgium                          |
| ...   | ...              | ...            | ...                                 | ...             | ...             | 40                    | 44  | ...              | ...             | Canada                           |
| 21  | 77               | 1              | 76                                  | 46              | 50              | 2                     | 39  | 5                | ...             | Cyprus <sup>2</sup>              |
| 84  | 14               | 2              | 59                                  | 47              | 45              | 12                    | 61  | 10               | 59              | Denmark                          |
| 93  | 0                | 7              | 54                                  | 32              | 51              | 5                     | 41  | 8                | 45              | Finland                          |
| 72  | 24               | 4              | 55                                  | 56              | 48              | 131 <sup>±</sup>      | ... | 237              | ...             | France <sup>5</sup>              |
| ...   | ...              | ...            | 48                                  | 60              | ...             | 178                   | 46  | 205              | 51              | Germany                          |
| 61  | 35               | 3              | 53                                  | 49              | 43              | ...                   | ... | 16               | 55              | Greece                           |
| 95 <sup>2</sup>                             | 5 <sup>2</sup>   | 0 <sup>2</sup> | 65 <sup>2</sup>                     | 49 <sup>2</sup> | 53 <sup>2</sup> | 0.2                   | 72  | 0.5 <sup>2</sup> | 66 <sup>2</sup> | Iceland                          |
| 67  | 30               | 3              | 58                                  | 49              | 48              | 7 <sup>80</sup>       | 51  | 13               | 50              | Ireland                          |
| 80  | 17               | 3              | 57                                  | 54              | 52              | ...                   | ... | ...              | ...             | Israel                           |
| 97  | 1                | 2              | 57                                  | 60              | 51              | 23                    | 50  | 45               | 57              | Italy                            |
| 60 <sup>2</sup>                             | 40 <sup>2</sup>  | 1 <sup>2</sup> | 54 <sup>2</sup>                     | 52 <sup>2</sup> | 52 <sup>2</sup> | 1 <sup>j</sup>        | ... | ...              | ...             | Luxembourg                       |
| 85  | 14               | 1              | 56                                  | 57              | 30              | 0.3 <sup>j</sup>      | 53  | 0.6              | 57              | Malta                            |
| .   | .                | .              | .                                   | .               | .               | .                     | .   | . <sup>2</sup>   | . <sup>2</sup>  | Monaco                           |
| 99  | .                | 1              | 51                                  | .               | 41              | 14                    | 46  | 26               | 55              | Netherlands                      |
| 97  | 1                | 2              | 60                                  | 57              | 43              | 9                     | 53  | 13               | 44              | Norway                           |
| 94  | 1                | 5              | 56                                  | 56              | 56              | ...                   | ... | 17               | 50              | Portugal                         |
| ...   | ...              | ...            | ...                                 | ...             | .               | ...                   | ... | ...              | ...             | San Marino                       |
| 82  | 14               | 4              | 54                                  | 51              | 51              | 33                    | 51  | 18               | 55              | Spain                            |
| 91  | 4                | 5              | 61                                  | 50              | 48              | 24                    | 45  | 20               | ...             | Sweden                           |
| 73  | 18               | 8              | 48                                  | 41              | 39              | 25                    | 44  | 26               | 47              | Switzerland                      |
| 73  | 23               | 4              | 55                                  | 66              | 44              | 233                   | 47  | 318              | 47              | United Kingdom                   |
| 77  | 21               | 2              | 57                                  | 60              | 51              | 452                   | 42  | 590              | ...             | United States                    |
| South and West Asia                         |                  |                |                                     |                 |                 |                       |     |                  |                 |                                  |
| ...   | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Afghanistan                      |
| 91  | 9                | 0              | 35                                  | 20              | 28              | ...                   | ... | 0.7              | ...             | Bangladesh                       |
| ...   | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Bhutan <sup>6</sup>              |
| 100   | —                | 0              | 39                                  | —               | 41              | ...                   | ... | 8 <sup>2</sup>   | ...             | India                            |
| 71  | 28               | 1              | 55                                  | 41              | 25              | ...                   | ... | 2                | 35              | Iran, Islamic Republic of        |
| . <sup>2</sup>                              | 100 <sup>2</sup> | . <sup>2</sup> | . <sup>2</sup>                      | 70 <sup>2</sup> | . <sup>2</sup>  | .                     | .   | — <sup>y</sup>   | — <sup>y</sup>  | Maldives                         |
| 99 <sup>2</sup>                             | . <sup>2</sup>   | 1 <sup>2</sup> | 28 <sup>2</sup>                     | . <sup>2</sup>  | 23 <sup>2</sup> | ...                   | ... | ...              | ...             | Nepal                            |
| 97  | 2                | 1              | 46                                  | 29              | 28              | ...                   | ... | 0.4 <sup>y</sup> | ...             | Pakistan                         |
| ...   | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | — <sup>y</sup>   | — <sup>y</sup>  | Sri Lanka                        |
| Sub-Saharan Africa                          |                  |                |                                     |                 |                 |                       |     |                  |                 |                                  |
| 100 <sup>y</sup>                            | . <sup>y</sup>   | — <sup>y</sup> | 40 <sup>y</sup>                     | . <sup>y</sup>  | — <sup>y</sup>  | ...                   | ... | ...              | ...             | Angola                           |
| ...   | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Benin                            |
| 94  | 6                | —              | 52                                  | 16              | —               | ...                   | ... | 0.7              | ...             | Botswana                         |
| ...   | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | 0.9              | 38              | Burkina Faso                     |
| 33  | 67               | 0              | 25                                  | 29              | 19              | 0.1                   | ... | ...              | ...             | Burundi                          |
| ...   | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | 1.6              | ...             | Cameroon                         |
| 100   | .                | 0              | 51                                  | .               | 63              | ...                   | ... | ...              | ...             | Cape Verde                       |
| ...   | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Central African Republic         |
| ...   | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Chad                             |
| 68 <sup>2</sup>                             | 32 <sup>2</sup>  | . <sup>2</sup> | 39 <sup>2</sup>                     | 52 <sup>2</sup> | . <sup>2</sup>  | .                     | .   | ...              | ...             | Comoros                          |
| 84 <sup>y</sup>                             | 15 <sup>y</sup>  | 1 <sup>y</sup> | 16 <sup>y</sup>                     | 13 <sup>y</sup> | 31 <sup>y</sup> | ...                   | ... | 0.1 <sup>2</sup> | ...             | Congo                            |
| ...   | ...              | ...            | ...                                 | ...             | ...             | ...                   | ... | ...              | ...             | Côte d'Ivoire                    |

Table 9A (continued)

| Country or territory         | ENROLMENT IN TERTIARY EDUCATION |     |                    |                 |                                 |      |        |           |                  |                  |                  |                   |
|------------------------------|---------------------------------|-----|--------------------|-----------------|---------------------------------|------|--------|-----------|------------------|------------------|------------------|-------------------|
|                              | Total students enrolled         |     |                    |                 | Gross enrolment ratio (GER) (%) |      |        |           |                  |                  |                  |                   |
|                              | School year ending in           |     |                    |                 | School year ending in           |      |        |           |                  |                  |                  |                   |
|                              | 1999                            |     | 2005               |                 | 1999                            |      |        |           | 2005             |                  |                  |                   |
|                              | Total (000)                     | % F | Total (000)        | % F             | Total                           | Male | Female | GPI (F/M) | Total            | Male             | Female           | GPI (F/M)         |
| Democratic Rep. of the Congo | 60                              | ... | ...                | ...             | 1                               | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Equatorial Guinea            | ...                             | ... | ...                | ...             | ...                             | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Eritrea                      | 4                               | 14  | 5 <sup>2</sup>     | 13 <sup>2</sup> | 1.1                             | 2.0  | 0.3    | 0.15      | 1 <sup>2</sup>   | 2 <sup>2</sup>   | 0 <sup>2</sup>   | 0.15 <sup>2</sup> |
| Ethiopia                     | 52                              | 19  | 191                | 24              | 0.9                             | 1.4  | 0.3    | 0.23      | 3                | 4                | 1                | 0.32              |
| Gabon                        | 7.5                             | 36  | ...                | ...             | 7                               | 9    | 5      | 0.54      | ...              | ...              | ...              | ...               |
| Gambia                       | 1.2                             | 23  | 1.5 <sup>2</sup>   | 19 <sup>2</sup> | 1.1                             | 1.7  | 0.5    | 0.29      | 1 <sup>2</sup>   | 2 <sup>2</sup>   | 0 <sup>2</sup>   | 0.23 <sup>2</sup> |
| Ghana                        | ...                             | ... | 110                | 34              | ...                             | ...  | ...    | ...       | 5                | 6                | 3                | 0.53              |
| Guinea                       | ...                             | ... | 24                 | 19              | ...                             | ...  | ...    | ...       | 3                | 5                | 1                | 0.24              |
| Guinea-Bissau                | 0.5                             | 16  | ...                | ...             | 0.4                             | 0.7  | 0.1    | 0.18      | ...              | ...              | ...              | ...               |
| Kenya                        | ...                             | ... | 108 <sup>2</sup>   | 37 <sup>2</sup> | ...                             | ...  | ...    | ...       | 3 <sup>2</sup>   | 4 <sup>2</sup>   | 2 <sup>2</sup>   | 0.60 <sup>2</sup> |
| Lesotho                      | 4                               | 64  | 8                  | 57              | 2                               | 2    | 3      | 1.64      | 3                | 3                | 4                | 1.27              |
| Liberia                      | 21                              | 19  | ...                | ...             | 8                               | 13   | 3      | 0.24      | ...              | ...              | ...              | ...               |
| Madagascar                   | 31                              | 46  | 45                 | 47              | 2                               | 2    | 2      | 0.84      | 3                | 3                | 2                | 0.89              |
| Malawi                       | 3.2                             | 28  | 5 <sup>2</sup>     | 35 <sup>2</sup> | 0.3                             | 0.4  | 0.2    | 0.38      | 0.4 <sup>2</sup> | 0.5 <sup>2</sup> | 0.3 <sup>2</sup> | 0.54 <sup>2</sup> |
| Mali                         | 19                              | 32  | 33                 | 31              | 2                               | 2    | 1      | 0.47      | 3                | 3                | 2                | 0.47              |
| Mauritius                    | 7.6                             | 46  | 17                 | 55              | 7                               | 7    | 6      | 0.88      | 17               | 15               | 19               | 1.26              |
| Mozambique                   | 10                              | ... | 28                 | 33              | 0.6                             | ...  | ...    | ...       | 1                | 2                | 1                | 0.49              |
| Namibia                      | ...                             | ... | 12 <sup>2</sup>    | 53 <sup>2</sup> | ...                             | ...  | ...    | ...       | 6 <sup>2</sup>   | 6 <sup>2</sup>   | 7 <sup>2</sup>   | 1.15 <sup>2</sup> |
| Niger                        | ...                             | ... | 11                 | 30              | ...                             | ...  | ...    | ...       | 1                | 1                | 1                | 0.45              |
| Nigeria                      | 699                             | 43  | 1 290 <sup>2</sup> | 35 <sup>2</sup> | 7                               | 7    | 6      | 0.78      | 10 <sup>2</sup>  | 13 <sup>2</sup>  | 7 <sup>2</sup>   | 0.55 <sup>2</sup> |
| Rwanda                       | 6                               | ... | 26                 | 39              | 0.9                             | ...  | ...    | ...       | 3                | 3                | 2                | 0.62              |
| Sao Tome and Principe        | .                               | .   | .                  | .               | .                               | .    | .      | .         | .                | .                | .                | .                 |
| Senegal                      | 29                              | ... | 59*                | ...             | 3                               | ...  | ...    | ...       | 5*               | ...              | ...              | ...               |
| Seychelles                   | .                               | .   | .                  | .               | .                               | .    | .      | .         | .                | .                | .                | .                 |
| Sierra Leone                 | ...                             | ... | ...                | ...             | ...                             | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| Somalia                      | ...                             | ... | ...                | ...             | ...                             | ...  | ...    | ...       | ...              | ...              | ...              | ...               |
| South Africa                 | 633                             | 54  | 735                | 55              | 14                              | 13   | 15     | 1.17      | 15               | 14               | 17               | 1.22              |
| Swaziland                    | 5                               | 48  | 6                  | 52              | 5                               | 5    | 4      | 0.86      | 4                | 4                | 5                | 1.06              |
| Togo                         | 15                              | 17  | ...                | ...             | 3                               | 5    | 1      | 0.21      | ...              | ...              | ...              | ...               |
| Uganda                       | 41                              | 35  | 88 <sup>2</sup>    | 38 <sup>2</sup> | 2                               | 2    | 1      | 0.53      | 3 <sup>2</sup>   | 4 <sup>2</sup>   | 3 <sup>2</sup>   | 0.62 <sup>2</sup> |
| United Republic of Tanzania  | 19                              | 21  | 51                 | 32              | 0.6                             | 1.0  | 0.3    | 0.27      | 1                | 2                | 1                | 0.48              |
| Zambia                       | 23                              | 32  | ...                | ...             | 2                               | 3    | 1      | 0.46      | ...              | ...              | ...              | ...               |
| Zimbabwe                     | 43                              | ... | 56 <sup>y</sup>    | 39 <sup>y</sup> | 3                               | ...  | ...    | ...       | 4 <sup>y</sup>   | 5 <sup>y</sup>   | 3 <sup>y</sup>   | 0.63 <sup>y</sup> |

|                                  | Sum    | %F | Sum     | %F | Weighted average |    |    |      | Weighted average |    |    |      |
|----------------------------------|--------|----|---------|----|------------------|----|----|------|------------------|----|----|------|
| World                            | 92 863 | 48 | 137 769 | 50 | 18               | 18 | 18 | 0.96 | 24               | 24 | 25 | 1.05 |
| Countries in transition          | 9 272  | 54 | 14 208  | 56 | 41               | 37 | 45 | 1.20 | 56               | 50 | 64 | 1.29 |
| Developed countries              | 36 365 | 53 | 43 411  | 55 | 55               | 50 | 60 | 1.19 | 66               | 58 | 74 | 1.28 |
| Developing countries             | 47 225 | 43 | 80 150  | 46 | 11               | 12 | 10 | 0.78 | 17               | 18 | 16 | 0.91 |
| Arab States                      | 5 165  | 42 | 6 783   | 49 | 19               | 22 | 16 | 0.74 | 21               | 21 | 21 | 1.01 |
| Central and Eastern Europe       | 12 960 | 53 | 19 414  | 55 | 39               | 36 | 43 | 1.19 | 57               | 51 | 63 | 1.25 |
| Central Asia                     | 1 279  | 48 | 2 060   | 51 | 19               | 20 | 18 | 0.92 | 27               | 26 | 28 | 1.08 |
| East Asia and the Pacific        | 22 674 | 42 | 41 424  | 47 | 14               | 16 | 12 | 0.75 | 24               | 25 | 23 | 0.93 |
| East Asia                        | 21 629 | 41 | 40 128  | 46 | 13               | 15 | 11 | 0.73 | 23               | 24 | 22 | 0.92 |
| Pacific                          | 1 045  | 55 | 1 296   | 55 | 46               | 41 | 51 | 1.24 | 50               | 44 | 57 | 1.31 |
| Latin America and the Caribbean  | 10 663 | 53 | 15 293  | 54 | 21               | 20 | 23 | 1.12 | 29               | 27 | 32 | 1.17 |
| Caribbean                        | 79     | 57 | 105     | 63 | 6                | 5  | 6  | 1.33 | 6                | 5  | 8  | 1.70 |
| Latin America                    | 10 583 | 53 | 15 189  | 54 | 22               | 21 | 23 | 1.12 | 30               | 28 | 32 | 1.17 |
| North America and Western Europe | 28 230 | 54 | 33 412  | 56 | 61               | 55 | 68 | 1.23 | 70               | 60 | 80 | 1.33 |
| South and West Asia              | 9 758  | 37 | 15 842  | 41 | 8                | 9  | 6  | 0.63 | 11               | 12 | 9  | 0.74 |
| Sub-Saharan Africa               | 2 133  | 40 | 3 540   | 38 | 4                | 4  | 3  | 0.68 | 5                | 6  | 4  | 0.62 |

1. Data are included in ISCED level 5A.

2. National population data were used to calculate enrolment ratios.

3. Enrolment and population data exclude Transnistria.

4. Enrolment ratios were not calculated due to lack of United Nations population data by age.

5. For the first time, data include French overseas departments and territories (DOM-TOM).

6. Enrolment ratios were not calculated due to inconsistencies between enrolment and the United Nations population data.

Table 9A

| DISTRIBUTION OF STUDENTS BY ISCED LEVEL (%) |                 |                  |                                     |                 |                 | FOREIGN STUDENTS      |     |                   |                  | Country or territory         |
|---|-----------------|------------------|-------------------------------------|-----------------|-----------------|-----------------------|-----|-------------------|------------------|------------------------------|
| Total students                              |                 |                  | Percentage of females at each level |                 |                 | School year ending in |     |                   |                  |                              |
| School year ending in                       |                 |                  | School year ending in               |                 |                 | School year ending in |     |                   |                  |                              |
| 1999  |                 |                  | 2005                                |                 |                 | 1999                  |     | 2005              |                  |                              |
| Level 5A                                    | Level 5B        | Level 6          | Level 5A                            | Level 5B        | Level 6         | Total (000)           | % F | Total (000)       | % F              |                              |
| ...   | ...             | ...              | ...                                 | ...             | ...             | ...                   | ... | ...               | ...              | Democratic Rep. of the Congo |
| ...   | ...             | ...              | ...                                 | ...             | ...             | ...                   | ... | ...               | ...              | Equatorial Guinea            |
| 77 <sup>z</sup>                             | 23 <sup>z</sup> | . <sup>z</sup>   | 12 <sup>z</sup>                     | 16 <sup>z</sup> | .               | 0.1                   | 16  | ...               | ...              | Eritrea                      |
| 98  | .               | 2                | 25                                  | .               | 9               | ...                   | ... | ...               | ...              | Ethiopia                     |
| ...   | ...             | ...              | ...                                 | ...             | ...             | 0.4                   | ... | ...               | ...              | Gabon                        |
| 100 <sup>z</sup>                            | . <sup>z</sup>  | . <sup>z</sup>   | 19 <sup>z</sup>                     | . <sup>z</sup>  | . <sup>z</sup>  | ...                   | ... | ... <sup>z</sup>  | ... <sup>z</sup> | Gambia                       |
| 75  | 25              | 0                | 34                                  | 32              | 17              | ...                   | ... | ...               | ...              | Ghana                        |
| ...   | ...             | ...              | ...                                 | ...             | ...             | ...                   | ... | 0.5               | 27               | Guinea                       |
| ...   | ...             | ...              | ...                                 | ...             | ...             | ...                   | ... | ...               | ...              | Guinea-Bissau                |
| 62 <sup>z</sup>                             | 33 <sup>z</sup> | 5 <sup>z</sup>   | 35 <sup>z</sup>                     | 43 <sup>z</sup> | 36 <sup>z</sup> | ...                   | ... | ...               | ...              | Kenya                        |
| 51  | 49              | .                | 58                                  | 56              | .               | 1.0                   | 46  | 0.1 <sup>y</sup>  | 47 <sup>y</sup>  | Lesotho                      |
| ...   | ...             | ...              | ...                                 | ...             | ...             | ...                   | ... | ...               | ...              | Liberia                      |
| 79  | 18              | 3                | 48                                  | 46              | 40              | 1.1                   | ... | 1.2               | 25               | Madagascar                   |
| 100 <sup>z</sup>                            | . <sup>z</sup>  | . <sup>z</sup>   | 35 <sup>z</sup>                     | . <sup>z</sup>  | . <sup>z</sup>  | ...                   | ... | ...               | ...              | Malawi                       |
| 95  | 5               | .                | 31                                  | 51              | .               | 1.2                   | ... | ...               | ...              | Mali                         |
| 51  | 48              | 1                | 51                                  | 61              | 38              | ...                   | ... | 0.08 <sup>z</sup> | 53 <sup>z</sup>  | Mauritius                    |
| 100   | .               | .                | 33                                  | .               | .               | ...                   | ... | ...               | ...              | Mozambique                   |
| 61 <sup>z</sup>                             | 39 <sup>z</sup> | 0.1 <sup>z</sup> | 55 <sup>z</sup>                     | 51 <sup>z</sup> | 44 <sup>z</sup> | ...                   | ... | 1.0 <sup>y</sup>  | ...              | Namibia                      |
| 65  | 35              | ...              | 21                                  | 46              | ...             | ...                   | ... | 0.2               | 25               | Niger                        |
| 58 <sup>z</sup>                             | 41 <sup>z</sup> | 7 <sup>z</sup>   | 26 <sup>z</sup>                     | 46 <sup>z</sup> | 39 <sup>z</sup> | ...                   | ... | ...               | ...              | Nigeria                      |
| 65  | 35              | .                | 41                                  | 35              | .               | 0.1                   | ... | ...               | ...              | Rwanda                       |
| .   | .               | .                | .                                   | .               | .               | .                     | .   | .                 | .                | Sao Tome and Principe        |
| ...   | ...             | ...              | ...                                 | ...             | ...             | 1.3                   | ... | ...               | ...              | Senegal                      |
| .   | .               | .                | .                                   | .               | .               | .                     | .   | .                 | .                | Seychelles                   |
| ...   | ...             | ...              | ...                                 | ...             | .               | ...                   | ... | ...               | ...              | Sierra Leone                 |
| ...   | ...             | ...              | ...                                 | ...             | ...             | ...                   | ... | ...               | ...              | Somalia                      |
| 62  | 37              | 1                | 55                                  | 55              | 41              | ...                   | ... | 50                | —                | South Africa                 |
| 100   | .               | .                | 52                                  | .               | .               | 0.1                   | ... | ...               | ...              | Swaziland                    |
| ...   | ...             | ...              | ...                                 | ...             | ...             | 0.5                   | 33  | ...               | ...              | Togo                         |
| 62 <sup>z</sup>                             | 36 <sup>z</sup> | 2 <sup>z</sup>   | 41 <sup>z</sup>                     | 35 <sup>z</sup> | 37 <sup>z</sup> | ...                   | ... | ...               | ...              | Uganda                       |
| 78  | 17              | 6                | 33                                  | 33              | 27              | ...                   | ... | 0.3 <sup>z</sup>  | 20 <sup>z</sup>  | United Republic of Tanzania  |
| ...   | ...             | ...              | ...                                 | ...             | ...             | ...                   | ... | ...               | ...              | Zambia                       |
| 38 <sup>y</sup>                             | 59 <sup>y</sup> | ...              | 32 <sup>y</sup>                     | 44 <sup>y</sup> | ...             | ...                   | ... | ...               | ...              | Zimbabwe                     |

| Median   |          |         | Median   |          |         | Sum | %F  | Sum | %F  |                                  |
|----------|----------|---------|----------|----------|---------|-----|-----|-----|-----|----------------------------------|
| Level 5A | Level 5B | Level 6 | Level 5A | Level 5B | Level 6 |     |     |     |     |                                  |
| 82       | 16       | 2       | 54       | 50       | 39      | ... | ... | ... | ... | World                            |
| 98       | .        | 2       | 55       | .        | 62      | ... | ... | ... | ... | Countries in transition          |
| 83       | 12       | 6       | 56       | 60       | 48      | ... | ... | ... | ... | Developed countries              |
| 79       | 18       | 3       | 52       | 46       | 31      | ... | ... | ... | ... | Developing countries             |
| 84       | 14       | 2       | 53       | 45       | 30      | ... | ... | ... | ... | Arab States                      |
| 84       | 11       | 4       | 57       | 68       | 51      | ... | ... | ... | ... | Central and Eastern Europe       |
| 99       | .        | 1       | 53       | .        | 47      | ... | ... | ... | ... | Central Asia                     |
| ...      | ...      | ...     | ...      | ...      | ...     | ... | ... | ... | ... | East Asia and the Pacific        |
| 73       | 26       | 2       | 42       | 49       | 29      | ... | ... | ... | ... | East Asia                        |
| .        | .        | .       | .        | .        | .       | ... | ... | ... | ... | Pacific                          |
| 70       | 30       | ...     | 56       | 55       | ...     | ... | ... | ... | ... | Latin America and the Caribbean  |
| .        | .        | .       | .        | .        | .       | ... | ... | ... | ... | Caribbean                        |
| 88       | 12       | 0       | 56       | 55       | ...     | ... | ... | ... | ... | Latin America                    |
| 80       | 17       | 3       | 56       | 56       | 52      | ... | ... | ... | ... | North America and Western Europe |
| 94       | 5        | 1       | 37       | 10       | 34      | ... | ... | ... | ... | South and West Asia              |
| 71       | 29       | 0       | 35       | 37       | 27      | ... | ... | ... | ... | Sub-Saharan Africa               |

(eo) Full-time only.

(j) Data refer to ISCED levels 5A and 6 only.

(l) Data refer to ISCED level 5B only.

(v) Data do not include ISCED level 6.

± Partial data.

Data in italic are UIS estimates.

Data in bold are for the school year ending in 2006.

(z) Data are for the school year ending in 2004.

(y) Data are for the school year ending in 2003.

(\*) National estimates.

Table 9B. **Tertiary education: distribution of students by field of study and female share in each field, school year ending in 2005**

| Country or territory              | Total enrolment  |                 | PERCENTAGE DISTRIBUTION BY FIELD OF STUDY |                     |                                   |                 |   |                  |                    |                 |                          |
|-----------------------------------|------------------|-----------------|---|---------------------|-----------------------------------|-----------------|---|------------------|--------------------|-----------------|--------------------------|
|                                   | (000)            | % F             | Education                                 | Humanities and arts | Social sciences, business and law | Science         | Engineering, manufacturing and construction | Agriculture      | Health and welfare | Services        | Not known or unspecified |
| <b>Arab States</b>                |                  |                 |   |                     |                                   |                 |   |                  |                    |                 |                          |
| Algeria                           | 755              | 57              | 1 <sup>2</sup>                            | 15 <sup>2</sup>     | 38 <sup>2</sup>                   | 8 <sup>2</sup>  | 10 <sup>2</sup>                             | 2 <sup>2</sup>   | 7 <sup>2</sup>     | 1 <sup>2</sup>  | 18 <sup>2</sup>          |
| Bahrain                           | 19               | 68              | 3   | 9                   | 53                                | 9               | 8   | .                | 8                  | 3               | 8                        |
| Djibouti                          | 2                | 42              | .   | 5                   | 31                                | 9               | .   | .                | .                  | 5               | 50                       |
| Egypt                             | 2 594            | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | 100 <sup>2</sup>         |
| Iraq                              | 425              | 36              | 20 <sup>2</sup>                           | 11 <sup>2</sup>     | 21 <sup>2</sup>                   | 5 <sup>2</sup>  | 19 <sup>2</sup>                             | 4 <sup>2</sup>   | 8 <sup>2</sup>     | 12 <sup>2</sup> | — <sup>2</sup>           |
| Jordan                            | 218              | 50              | 20  | 16                  | 26                                | 11              | 12  | 2                | 11                 | 0.3             | 3                        |
| Kuwait                            | 35               | 66              | 26  | 27                  | 15                                | 11              | 7   | .                | 5                  | .               | 9                        |
| Lebanon                           | 166              | 53              | 3   | 18                  | 42                                | 12              | 12  | 0.4              | 9                  | 3               | 0.4                      |
| Libyan Arab Jamahiriya            | 375 <sup>y</sup> | 51 <sup>y</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Mauritania                        | 9                | 25              | 4   | 13                  | 20                                | 6               | —   | —                | —                  | —               | 57                       |
| Morocco                           | 367              | 45              | 2   | 20                  | 51                                | 17              | 5   | 1                | 4                  | 1               | 0.0                      |
| Oman                              | 48               | 51              | 30  | 8                   | 20                                | 11              | 9   | 0.2              | 3                  | —               | 18                       |
| Palestinian A. T.                 | 127              | 50              | 28 <sup>2</sup>                           | 14 <sup>2</sup>     | 33 <sup>2</sup>                   | 11 <sup>2</sup> | 7 <sup>2</sup>                              | 0.4 <sup>2</sup> | 6 <sup>2</sup>     | — <sup>2</sup>  | 0.0 <sup>2</sup>         |
| Qatar                             | 10               | 68              | 13 <sup>2</sup>                           | 6 <sup>2</sup>      | 48 <sup>2</sup>                   | 14 <sup>2</sup> | 5 <sup>2</sup>                              | 0.2 <sup>2</sup> | 4 <sup>2</sup>     | — <sup>2</sup>  | 9 <sup>2</sup>           |
| Saudi Arabia                      | 604              | 58              | 24  | 32                  | 15                                | 14              | 3   | 0.4              | 5                  | 0.1             | 6                        |
| Sudan                             | ...              | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Syrian Arab Republic              | ...              | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Tunisia                           | 315              | 57              | 1   | 21                  | 31                                | 15              | 10  | 3                | 8                  | 0.5             | 12                       |
| United Arab Emirates              | 68 <sup>y</sup>  | 66 <sup>y</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Yemen                             | 201              | 26              | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| <b>Central and Eastern Europe</b> |                  |                 |   |                     |                                   |                 |   |                  |                    |                 |                          |
| Albania                           | 53 <sup>2</sup>  | 62 <sup>2</sup> | 33 <sup>y</sup>                           | 10 <sup>y</sup>     | 32 <sup>y</sup>                   | 3 <sup>y</sup>  | 9 <sup>y</sup>                              | 3 <sup>y</sup>   | 9 <sup>y</sup>     | 2 <sup>y</sup>  | — <sup>y</sup>           |
| Belarus                           | 529              | 57              | 13  | 5                   | 39                                | 2               | 25  | 8                | 4                  | 3               | —                        |
| Bosnia and Herzegovina            | ...              | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Bulgaria                          | 238              | 52              | 7   | 8                   | 42                                | 5               | 21  | 2                | 6                  | 7               | 0.2                      |
| Croatia                           | 122 <sup>y</sup> | 53 <sup>y</sup> | 5 <sup>y</sup>                            | 10 <sup>y</sup>     | 35 <sup>y</sup>                   | 7 <sup>y</sup>  | 17 <sup>y</sup>                             | 4 <sup>y</sup>   | 8 <sup>y</sup>     | 15 <sup>y</sup> | — <sup>y</sup>           |
| Czech Republic                    | 336              | 53              | 15  | 10                  | 28                                | 9               | 20  | 4                | 10                 | 4               | 0.5                      |
| Estonia                           | 68               | 62              | 8   | 11                  | 38                                | 10              | 12  | 3                | 9                  | 9               | —                        |
| Hungary                           | 436              | 58              | 13  | 8                   | 43                                | 5               | 12  | 3                | 8                  | 8               | —                        |
| Latvia                            | 131              | 63              | 14  | 7                   | 55                                | 5               | 9   | 1                | 5                  | 4               | —                        |
| Lithuania                         | 195              | 60              | 13  | 7                   | 41                                | 6               | 19  | 2                | 9                  | 3               | —                        |
| Poland                            | 2 118            | 58              | 13  | 9                   | 40                                | 8               | 12  | 2                | 4                  | 7               | 6                        |
| Republic of Moldova               | 119              | 59              | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Romania                           | 739              | 55              | 2   | 11                  | 47                                | 5               | 20  | 3                | 6                  | 3               | 3                        |
| Russian Federation                | 9 020            | 57              | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | 100 <sup>2</sup>         |
| Serbia and Montenegro             | ...              | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Slovakia                          | 181              | 55              | 16  | 6                   | 28                                | 9               | 17  | 3                | 14                 | 7               | —                        |
| Slovenia                          | 112              | 58              | 9   | 8                   | 44                                | 5               | 16  | 3                | 7                  | 8               | —                        |
| TFYR Macedonia                    | 49               | 57              | 13  | 11                  | 33                                | 7               | 18  | 4                | 9                  | 4               | —                        |
| Turkey                            | 2 106            | 42              | 12  | 5                   | 18                                | 7               | 14  | 3                | 5                  | 3               | 33                       |
| Ukraine                           | 2 605            | 54              | 9   | 5                   | 42                                | 4               | 22  | 5                | 5                  | 6               | 2                        |
| <b>Central Asia</b>               |                  |                 |   |                     |                                   |                 |   |                  |                    |                 |                          |
| Armenia                           | 87               | 55              | 18  | 4                   | 35                                | —               | 7   | 2                | 8                  | 2               | 24                       |
| Azerbaijan                        | 129              | 47              | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Georgia                           | 174              | 50              | 6   | 33                  | 22                                | 5               | 18  | 3                | 8                  | 3               | 0.03                     |
| Kazakhstan                        | 753              | 58              | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Kyrgyzstan                        | 220              | 55              | 25  | 7                   | 40                                | 7               | 10  | 1                | 3                  | 7               | —                        |
| Mongolia                          | 124              | 61              | 10  | 13                  | 38                                | 7               | 16  | 3                | 8                  | 5               | 0.4                      |
| Tajikistan                        | 119              | 26              | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Turkmenistan                      | ...              | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| Uzbekistan                        | 408 <sup>2</sup> | 44 <sup>2</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| <b>East Asia and the Pacific</b>  |                  |                 |   |                     |                                   |                 |   |                  |                    |                 |                          |
| Australia                         | 1 015            | 54              | 9   | 12                  | 38                                | 12              | 11  | 1                | 15                 | 3               | 0.04                     |
| Brunei Darussalam                 | 5                | 67              | 53  | 10                  | 14                                | 6               | 4   | —                | 9                  | —               | 4                        |
| Cambodia                          | 57               | 31              | 1 <sup>2</sup>                            | 14 <sup>2</sup>     | 52 <sup>2</sup>                   | 16 <sup>2</sup> | 2 <sup>2</sup>                              | 4 <sup>2</sup>   | 3 <sup>2</sup>     | 5 <sup>2</sup>  | 2 <sup>2</sup>           |
| China                             | 23 361           | 47              | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | 100                      |
| Cook Islands                      | .                | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |
| DPR Korea                         | ...              | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...              | ...                | ...             | ...                      |

Table 9B

|                            | PERCENTAGE FEMALE IN EACH FIELD |                     |                                   |                 |   |                 |                    |                 |                          | Country or territory   |
|----------------------------|---------------------------------|---------------------|-----------------------------------|-----------------|---|-----------------|--------------------|-----------------|--------------------------|------------------------|
|                            | Education                       | Humanities and arts | Social sciences, business and law | Science         | Engineering, manufacturing and construction | Agriculture     | Health and welfare | Services        | Not known or unspecified |                        |
|                            |                                 |                     |                                   |                 |   |                 |                    |                 |                          |                        |
| Arab States                |                                 |                     |                                   |                 |   |                 |                    |                 |                          |                        |
|                            | 70 <sup>2</sup>                 | 73 <sup>2</sup>     | 57 <sup>2</sup>                   | 54 <sup>2</sup> | 31 <sup>2</sup>                             | 48 <sup>2</sup> | 57 <sup>2</sup>    | 15 <sup>2</sup> | 27 <sup>2</sup>          | Algeria                |
|                            | 57                              | 87                  | 68                                | 75              | 23  | .               | 85                 | 71              | 74                       | Bahrain                |
|                            | .                               | 55                  | 53                                | 8               | .   | .               | .                  | 57              | 38                       | Djibouti               |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Egypt                  |
|                            | 50 <sup>2</sup>                 | 38 <sup>2</sup>     | 33 <sup>2</sup>                   | 51 <sup>2</sup> | 19 <sup>2</sup>                             | 30 <sup>2</sup> | 41 <sup>2</sup>    | 37 <sup>2</sup> | — <sup>2</sup>           | Iraq                   |
|                            | 77                              | 65                  | 39                                | 38              | 25  | 54              | 46                 | 58              | 57                       | Jordan                 |
|                            | 81                              | 64                  | 69                                | 60              | 50  | .               | 74                 | .               | 38                       | Kuwait                 |
|                            | 92                              | 64                  | 54                                | 46              | 20  | 52              | 67                 | 35              | 72                       | Lebanon                |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Libyan Arab Jamahiriya |
|                            | 17                              | 24                  | 26                                | 21              | —   | —               | —                  | —               | 25                       | Mauritania             |
|                            | 51                              | 52                  | 46                                | 36              | 24  | 30              | 66                 | 43              | 36                       | Morocco                |
|                            | 69                              | 60                  | 41                                | 53              | 20  | 25              | 67                 | —               | 40                       | Oman                   |
|                            | 64 <sup>2</sup>                 | 64 <sup>2</sup>     | 34 <sup>2</sup>                   | 50 <sup>2</sup> | 31 <sup>2</sup>                             | 18 <sup>2</sup> | 57 <sup>2</sup>    | — <sup>2</sup>  | 32 <sup>2</sup>          | Palestinian A. T.      |
|                            | 89 <sup>2</sup>                 | 73 <sup>2</sup>     | 65 <sup>2</sup>                   | 75 <sup>2</sup> | 16 <sup>2</sup>                             | — <sup>2</sup>  | 100 <sup>2</sup>   | — <sup>2</sup>  | 94 <sup>2</sup>          | Qatar                  |
|                            | 71                              | 64                  | 43                                | 60              | 15  | 0               | 44                 | 270             | 45                       | Saudi Arabia           |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Sudan                  |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Syrian Arab Republic   |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Tunisia                |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | United Arab Emirates   |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Yemen                  |
| Central and Eastern Europe |                                 |                     |                                   |                 |   |                 |                    |                 |                          |                        |
|                            | 77Y                             | 72Y                 | 56Y                               | 63Y             | 26Y   | 48Y             | 65Y                | 50Y             | —Y                       | Albania                |
|                            | 77                              | 75                  | 70                                | 51              | 29  | 29              | 81                 | 38              | —                        | Belarus                |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Bosnia and Herzegovina |
|                            | 66                              | 60                  | 58                                | 49              | 32  | 43              | 65                 | 47              | 49                       | Bulgaria               |
|                            | 92Y                             | 71Y                 | 65Y                               | 46Y             | 25Y   | 43Y             | 72Y                | 29Y             | —Y                       | Croatia                |
|                            | 74                              | 63                  | 60                                | 36              | 21  | 54              | 75                 | 38              | 11                       | Czech Republic         |
|                            | 89                              | 76                  | 65                                | 39              | 27  | 52              | 89                 | 50              | —                        | Estonia                |
|                            | 73                              | 66                  | 65                                | 33              | 19  | 46              | 77                 | 58              | —                        | Hungary                |
|                            | 86                              | 78                  | 66                                | 30              | 21  | 46              | 87                 | 49              | —                        | Latvia                 |
|                            | 78                              | 73                  | 68                                | 35              | 26  | 47              | 84                 | 45              | —                        | Lithuania              |
|                            | 72                              | 69                  | 62                                | 33              | 26  | 55              | 76                 | 50              | 71                       | Poland                 |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Republic of Moldova    |
|                            | 77                              | 67                  | 62                                | 56              | 29  | 35              | 65                 | 48              | 44                       | Romania                |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | 57 <sup>2</sup>          | Russian Federation     |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Serbia and Montenegro  |
|                            | 74                              | 56                  | 61                                | 33              | 28  | 38              | 81                 | 40              | —                        | Slovakia               |
|                            | 80                              | 73                  | 65                                | 32              | 24  | 55              | 80                 | 45              | —                        | Slovenia               |
|                            | 74                              | 68                  | 60                                | 55              | 32  | 34              | 74                 | 38              | —                        | TFYR Macedonia         |
|                            | 49                              | 56                  | 46                                | 40              | 18  | 36              | 61                 | 27              | 44                       | Turkey                 |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Ukraine                |
| Central Asia               |                                 |                     |                                   |                 |   |                 |                    |                 |                          |                        |
|                            | 76                              | 65                  | 51                                | —               | 26  | 25              | 63                 | 11              | 59                       | Armenia                |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Azerbaijan             |
|                            | 61                              | 63                  | 39                                | 69              | 33  | 29              | 75                 | 11              | 46                       | Georgia                |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Kazakhstan             |
|                            | 82                              | 61                  | 51                                | 54              | 29  | 20              | 50                 | 19              | —                        | Kyrgyzstan             |
|                            | 77                              | 72                  | 65                                | 47              | 41  | 60              | 81                 | 34              | 67                       | Mongolia               |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Tajikistan             |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Turkmenistan           |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Uzbekistan             |
| East Asia and the Pacific  |                                 |                     |                                   |                 |   |                 |                    |                 |                          |                        |
|                            | 74                              | 64                  | 55                                | 34              | 21  | 51              | 76                 | 53              | 68                       | Australia              |
|                            | 70                              | 56                  | 63                                | 57              | 39  | —               | 79                 | —               | 76                       | Brunei Darussalam      |
|                            | 26 <sup>2</sup>                 | 33 <sup>2</sup>     | 37 <sup>2</sup>                   | 14 <sup>2</sup> | 4 <sup>2</sup>                              | 17 <sup>2</sup> | 36 <sup>2</sup>    | 44 <sup>2</sup> | 34 <sup>2</sup>          | Cambodia               |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | 47                       | China                  |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Cook Islands           |
|                            | ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | DPR Korea              |

Table 9B (continued)

| Country or territory            |                    |                 | PERCENTAGE DISTRIBUTION BY FIELD OF STUDY |                     |                                   |                 |   |                |                    |                |                          |
|---------------------------------|--------------------|-----------------|---|---------------------|-----------------------------------|-----------------|---|----------------|--------------------|----------------|--------------------------|
|                                 |                    |                 | Education                                 | Humanities and arts | Social sciences, business and law | Science         | Engineering, manufacturing and construction | Agriculture    | Health and welfare | Services       | Not known or unspecified |
|                                 | Total enrolment    |                 |   |                     |                                   |                 |   |                |                    |                |                          |
|                                 | (000)              | % F             |   |                     |                                   |                 |   |                |                    |                |                          |
| Fiji                            | 13                 | 53              | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Indonesia                       | 3 640              | 44              | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | 100 <sup>Y</sup>         |
| Japan                           | 4 038              | 46              | 7 <sup>z</sup>                            | 16 <sup>z</sup>     | 29 <sup>z</sup>                   | 3 <sup>z</sup>  | 17 <sup>z</sup>                             | 2 <sup>z</sup> | 11 <sup>z</sup>    | 7 <sup>z</sup> | 7 <sup>z</sup>           |
| Kiribati                        | .                  | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Lao PDR                         | 47                 | 41              | 19  | 18                  | 14                                | 1               | 5   | 8              | 2                  | 2              | 31                       |
| Macao, China                    | 23                 | 43              | 4   | 7                   | 73                                | 4               | 2   | —              | 5                  | 5              | —                        |
| Malaysia                        | 731 <sup>z</sup>   | 55 <sup>z</sup> | 13 <sup>z</sup>                           | 10 <sup>z</sup>     | 27 <sup>z</sup>                   | 19 <sup>z</sup> | 21 <sup>z</sup>                             | 2 <sup>z</sup> | 5 <sup>z</sup>     | 3 <sup>z</sup> | 0.1 <sup>z</sup>         |
| Marshall Islands                | 1 <sup>Y</sup>     | 56 <sup>Y</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Micronesia                      | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Myanmar                         | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Nauru                           | .                  | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| New Zealand                     | 240                | 59              | 10  | 8                   | 43                                | 11              | 6   | 1              | 12                 | 2              | 6                        |
| Niue                            | .                  | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Palau                           | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Papua New Guinea                | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Philippines                     | 2 403              | 54              | 17 <sup>z</sup>                           | 3 <sup>z</sup>      | 28 <sup>z</sup>                   | 12 <sup>z</sup> | 16 <sup>z</sup>                             | 3 <sup>z</sup> | 13 <sup>z</sup>    | 1 <sup>z</sup> | 7 <sup>z</sup>           |
| Republic of Korea               | 3 210              | 37              | 6   | 18                  | 21                                | 8               | 30  | 1              | 8                  | 6              | .                        |
| Samoa                           | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Singapore                       | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Solomon Islands                 | .                  | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Thailand                        | 2 339              | 51              | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | 100                      |
| Timor-Leste                     | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Tokelau                         | .                  | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Tonga                           | 0.7 <sup>z</sup>   | 60 <sup>z</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Tuvalu                          | .                  | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Vanuatu                         | 1.0 <sup>z</sup>   | 36 <sup>z</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Viet Nam                        | 1 355              | 41              | 23 <sup>Y</sup>                           | 3 <sup>Y</sup>      | 38 <sup>Y</sup>                   | —               | 20 <sup>Y</sup>                             | 6 <sup>Y</sup> | 4 <sup>Y</sup>     | —              | 6 <sup>Y</sup>           |
| Latin America and the Caribbean |                    |                 |   |                     |                                   |                 |   |                |                    |                |                          |
| Anguilla                        | 0.03               | 76              | 48  | .                   | 52                                | .               | .   | .              | .                  | .              | .                        |
| Antigua and Barbuda             | . <sup>z</sup>     | . <sup>z</sup>  | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Argentina                       | 2 127 <sup>z</sup> | 58 <sup>z</sup> | 12 <sup>z</sup>                           | 11 <sup>z</sup>     | 39 <sup>z</sup>                   | 10 <sup>z</sup> | 8 <sup>z</sup>                              | 3 <sup>z</sup> | 12 <sup>z</sup>    | 2 <sup>z</sup> | 0.2 <sup>z</sup>         |
| Aruba                           | 2                  | 60              | 10 <sup>z</sup>                           | . <sup>z</sup>      | 44 <sup>z</sup>                   | . <sup>z</sup>  | 23 <sup>z</sup>                             | . <sup>z</sup> | 23 <sup>z</sup>    | . <sup>z</sup> | . <sup>z</sup>           |
| Bahamas                         | . <sup>z</sup>     | . <sup>z</sup>  | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Barbados                        | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Belize                          | 0.7 <sup>z</sup>   | 70 <sup>z</sup> | 25 <sup>z</sup>                           | 4 <sup>z</sup>      | 29 <sup>z</sup>                   | 9 <sup>z</sup>  | 0.1 <sup>z</sup>                            | — <sup>z</sup> | 9 <sup>z</sup>     | — <sup>z</sup> | 23 <sup>z</sup>          |
| Bermuda                         | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Bolivia                         | 346 <sup>z</sup>   | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Brazil                          | 4 275 <sup>z</sup> | 56 <sup>z</sup> | 20 <sup>z</sup>                           | 4 <sup>z</sup>      | 41 <sup>z</sup>                   | 8 <sup>z</sup>  | 7 <sup>z</sup>                              | 2 <sup>z</sup> | 13 <sup>z</sup>    | 2 <sup>z</sup> | 3 <sup>z</sup>           |
| British Virgin Islands          | 1                  | 69              | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Cayman Islands                  | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Chile                           | 664                | 48              | 14  | 6                   | 27                                | 10              | 18  | 5              | 14                 | 5              | —                        |
| Colombia                        | 1 224              | 51              | 9   | 4                   | 43                                | 3               | 30  | 2              | 9                  | —              | —                        |
| Costa Rica                      | 111                | 54              | 27 <sup>z</sup>                           | 4 <sup>z</sup>      | 26 <sup>z</sup>                   | 8 <sup>z</sup>  | 15 <sup>z</sup>                             | 3 <sup>z</sup> | 11 <sup>z</sup>    | 3 <sup>z</sup> | 3 <sup>z</sup>           |
| Cuba                            | 472                | 62 <sup>*</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Dominica                        | .                  | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Dominican Republic              | 294 <sup>z</sup>   | 61 <sup>z</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Ecuador                         | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| El Salvador                     | 122                | 55              | 8   | 4                   | 48                                | 11              | 12  | 1              | 15                 | 0.02           | —                        |
| Grenada                         | .                  | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Guatemala                       | 115 <sup>Y</sup>   | 43 <sup>Y</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Guyana                          | 7                  | 68              | 36  | 0                   | 41                                | 8               | 6   | 4              | 4                  | —              | —                        |
| Haiti                           | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Honduras                        | 123 <sup>z</sup>   | 59 <sup>z</sup> | 20 <sup>Y</sup>                           | 1 <sup>Y</sup>      | 44 <sup>Y</sup>                   | 5 <sup>Y</sup>  | 18 <sup>Y</sup>                             | 2 <sup>Y</sup> | 9 <sup>Y</sup>     | 1 <sup>Y</sup> | 0.3 <sup>Y</sup>         |
| Jamaica                         | 46 <sup>Y</sup>    | 70 <sup>Y</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | 100 <sup>Y</sup>         |
| Mexico                          | 2 385              | 50              | 11  | 4                   | 40                                | 13              | 18  | 2              | 8                  | 2.6            | —                        |
| Montserrat                      | .                  | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Netherlands Antilles            | ...                | ...             | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Nicaragua                       | 104 <sup>Y</sup>   | 52 <sup>Y</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Panama                          | 126                | 61              | 15  | 10                  | 39                                | 9               | 12  | 1              | 9                  | 5              | 0                        |
| Paraguay                        | 149 <sup>z</sup>   | 57 <sup>z</sup> | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Peru                            | 908                | 50              | 12  | —                   | 8                                 | 6               | 0.4   | 1              | 8                  | —              | 64                       |
| Saint Kitts and Nevis           | .                  | .               | ...                                       | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |

Table 9B

| PERCENTAGE FEMALE IN EACH FIELD |                     |                                   |                 |   |                 |                    |                 |                          | Country or territory   |
|---------------------------------|---------------------|-----------------------------------|-----------------|---|-----------------|--------------------|-----------------|--------------------------|------------------------|
| Education                       | Humanities and arts | Social sciences, business and law | Science         | Engineering, manufacturing and construction | Agriculture     | Health and welfare | Services        | Not known or unspecified |                        |
|                                 |                     |                                   |                 |   |                 |                    |                 |                          |                        |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Fiji                   |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | 44 <sup>Y</sup>          | Indonesia              |
| 71 <sup>Z</sup>                 | 67 <sup>Z</sup>     | 34 <sup>Z</sup>                   | 25 <sup>Z</sup> | 12 <sup>Z</sup>                             | 40 <sup>Z</sup> | 63 <sup>Z</sup>    | 79 <sup>Z</sup> | 50 <sup>Z</sup>          | Japan                  |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Kiribati               |
| 47                              | 44                  | 40                                | 39              | 15  | 23              | 57                 | 21              | 46                       | Lao PDR                |
| 66                              | 76                  | 37                                | 15              | 12  | —               | 72                 | 67              | —                        | Macao, China           |
| 58 <sup>Z</sup>                 | 55 <sup>Z</sup>     | 61 <sup>Z</sup>                   | 56 <sup>Z</sup> | 37 <sup>Z</sup>                             | 78 <sup>Z</sup> | 69 <sup>Z</sup>    | 88 <sup>Z</sup> | 4 <sup>Z</sup>           | Malaysia               |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Marshall Islands       |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Micronesia             |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Myanmar                |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Nauru                  |
| 81                              | 62                  | 58                                | 42              | 23  | 51              | 82                 | 42              | 55                       | New Zealand            |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Niue                   |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Palau                  |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Papua New Guinea       |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Philippines            |
| 71                              | 56                  | 35                                | 30              | 16  | 32              | 63                 | 31              | .                        | Republic of Korea      |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Samoa                  |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Singapore              |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Solomon Islands        |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | 51                       | Thailand               |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Timor-Leste            |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Tokelau                |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Tonga                  |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Tuvalu                 |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Vanuatu                |
| 56 <sup>Y</sup>                 | 66 <sup>Y</sup>     | 50 <sup>Y</sup>                   | —               | 14 <sup>Y</sup>                             | 32 <sup>Y</sup> | 40 <sup>Y</sup>    | —               | 46 <sup>Y</sup>          | Viet Nam               |
| Latin America and the Caribbean |                     |                                   |                 |   |                 |                    |                 |                          |                        |
| 81                              | .                   | 71                                | .               | .   | .               | .                  | .               | .                        | Anguilla               |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Antigua and Barbuda    |
| 17 <sup>Z</sup>                 | 35 <sup>Z</sup>     | 48 <sup>Z</sup>                   | 37 <sup>Z</sup> | 44 <sup>Z</sup>                             | 51 <sup>Z</sup> | 47 <sup>Z</sup>    | 28 <sup>Z</sup> | 56 <sup>Z</sup>          | Argentina              |
| 89 <sup>Z</sup>                 | . <sup>Z</sup>      | 65 <sup>Z</sup>                   | . <sup>Z</sup>  | 13 <sup>Z</sup>                             | . <sup>Z</sup>  | 88 <sup>Z</sup>    | . <sup>Z</sup>  | . <sup>Z</sup>           | Aruba                  |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Bahamas                |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Barbados               |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Belize                 |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Bermuda                |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Bolivia                |
| 76 <sup>Z</sup>                 | 61 <sup>Z</sup>     | 52 <sup>Z</sup>                   | 35 <sup>Z</sup> | 26 <sup>Z</sup>                             | 40 <sup>Z</sup> | 71 <sup>Z</sup>    | 66 <sup>Z</sup> | 55 <sup>Z</sup>          | Brazil                 |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | British Virgin Islands |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Cayman Islands         |
| 70                              | 51                  | 52                                | 26              | 21  | 44              | 71                 | 44              | —                        | Chile                  |
| 69                              | 49                  | 58                                | 43              | 32  | 37              | 77                 | —               | —                        | Colombia               |
| 73 <sup>Z</sup>                 | 57 <sup>Z</sup>     | 57 <sup>Z</sup>                   | 35 <sup>Z</sup> | 29 <sup>Z</sup>                             | 41 <sup>Z</sup> | 55 <sup>Z</sup>    | 50 <sup>Z</sup> | 61 <sup>Z</sup>          | Costa Rica             |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Cuba                   |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Dominica               |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Dominican Republic     |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Ecuador                |
| 76                              | 54                  | 57                                | 38              | 25  | 36              | 73                 | 56              | —                        | El Salvador            |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Grenada                |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Guatemala              |
| 82                              | 100                 | 71                                | 41              | 12  | 31              | 74                 | —               | —                        | Guyana                 |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Haiti                  |
| 79 <sup>Y</sup>                 | 48 <sup>Y</sup>     | 61 <sup>Y</sup>                   | 38 <sup>Y</sup> | 34 <sup>Y</sup>                             | 28 <sup>Y</sup> | 72 <sup>Y</sup>    | 49 <sup>Y</sup> | 17 <sup>Y</sup>          | Honduras               |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | 70 <sup>Y</sup>          | Jamaica                |
| 70                              | 56                  | 57                                | 40              | 25  | 36              | 64                 | 59              | —                        | Mexico                 |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Montserrat             |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Netherlands Antilles   |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Nicaragua              |
| 76                              | 60                  | 66                                | 46              | 31  | 36              | 77                 | 61              | 65                       | Panama                 |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Paraguay               |
| 62                              | —                   | 58                                | 43              | 23  | 31              | 78                 | —               | 44                       | Peru                   |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Saint Kitts and Nevis  |



Table 9B (continued)

| Country or territory             | Total enrolment      |                 | PERCENTAGE DISTRIBUTION BY FIELD OF STUDY |                     |                                   |                   |   |                  |                    |                  |                          |
|----------------------------------|----------------------|-----------------|---|---------------------|-----------------------------------|-------------------|---|------------------|--------------------|------------------|--------------------------|
|                                  | (000)                | % F             | Education                                 | Humanities and arts | Social sciences, business and law | Science           | Engineering, manufacturing and construction | Agriculture      | Health and welfare | Services         | Not known or unspecified |
| Saint Lucia                      | 2                    | 74              | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| St Vincent/Grenad.               | .                    | .               | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Suriname                         | ...                  | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Trinidad and Tobago              | 17                   | 56              | 5 <sup>z</sup>                            | 8 <sup>z</sup>      | 27 <sup>z</sup>                   | 14 <sup>z</sup>   | 23 <sup>z</sup>                             | 4 <sup>z</sup>   | 10 <sup>z</sup>    | 4 <sup>z</sup>   | 5.9 <sup>z</sup>         |
| Turks and Caicos Islands         | .                    | .               | . <sup>z</sup>                            | . <sup>z</sup>      | . <sup>z</sup>                    | . <sup>z</sup>    | . <sup>z</sup>                              | . <sup>z</sup>   | . <sup>z</sup>     | . <sup>z</sup>   | . <sup>z</sup>           |
| Uruguay                          | 103 <sup>z</sup>     | 66 <sup>z</sup> | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Venezuela                        | 1 050 <sup>*,z</sup> | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| North America and Western Europe |                      |                 |   |                     |                                   |                   |   |                  |                    |                  |                          |
| Andorra                          | 0.3                  | 51              | 2   | 3                   | 53                                | 27                | —   | —                | 15                 | —                | —                        |
| Austria                          | 244                  | 54              | 13  | 14                  | 36                                | 12                | 12  | 2                | 9                  | 2                | 0.04                     |
| Belgium                          | 390                  | 54              | 13  | 10                  | 32                                | 6                 | 10  | 3                | 17                 | 1                | 8                        |
| Canada                           | ...                  | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Cyprus                           | 20                   | 52              | 10  | 9                   | 44                                | 13                | 5   | 0.1              | 5                  | 14               | 1                        |
| Denmark                          | 232                  | 57              | 11  | 15                  | 30                                | 8                 | 10  | 1                | 22                 | 2                | —                        |
| Finland                          | 306                  | 54              | 5   | 14                  | 22                                | 12                | 26  | 2                | 13                 | 5                | —                        |
| France <sup>1</sup>              | 2 187                | 55              | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | 100                      |
| Germany                          | ...                  | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Greece                           | 647                  | 51              | 7   | 12                  | 32                                | 16                | 16  | 6                | 7                  | 5                | —                        |
| Iceland                          | 15 <sup>z</sup>      | 65 <sup>z</sup> | 19 <sup>z</sup>                           | 15 <sup>z</sup>     | 36 <sup>z</sup>                   | 9 <sup>z</sup>    | 7 <sup>z</sup>                              | 1 <sup>z</sup>   | 12 <sup>z</sup>    | 2 <sup>z</sup>   | — <sup>z</sup>           |
| Ireland                          | 187                  | 55              | 5   | 17                  | 22                                | 12                | 10  | 1                | 11                 | 4                | 17                       |
| Israel                           | 311                  | 56              | 16  | 11                  | 37                                | 10                | 18  | 0.5              | 7                  | .                | 1                        |
| Italy                            | 2 015                | 57              | 7   | 16                  | 37                                | 8                 | 16  | 2                | 12                 | 2                | 0.3                      |
| Luxembourg                       | 3 <sup>z</sup>       | 53 <sup>z</sup> | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Malta                            | 9                    | 56              | 16  | 13                  | 42                                | 6                 | 8   | 0.8              | 15                 | 0.2              | —                        |
| Monaco                           | .                    | .               | . <sup>z</sup>                            | . <sup>z</sup>      | . <sup>z</sup>                    | . <sup>z</sup>    | . <sup>z</sup>                              | . <sup>z</sup>   | . <sup>z</sup>     | . <sup>z</sup>   | . <sup>z</sup>           |
| Netherlands                      | 565                  | 51              | 15  | 8                   | 40                                | 8                 | 8   | 2                | 16                 | 3                | 2                        |
| Norway                           | 214                  | 60              | 15  | 11                  | 32                                | 9                 | 7   | 1                | 19                 | 4                | 2                        |
| Portugal                         | 381                  | 56              | 9   | 9                   | 31                                | 8                 | 22  | 2                | 14                 | 5                | —                        |
| San Marino                       | ...                  | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Spain                            | 1 809                | 54              | 9   | 10                  | 32                                | 12                | 18  | 2                | 11                 | 5                | 0.3                      |
| Sweden                           | 427                  | 60              | 15  | 13                  | 26                                | 9                 | 16  | 1                | 17                 | 2                | 0.2                      |
| Switzerland                      | 200                  | 46              | 10  | 13                  | 38                                | 11                | 13  | 1                | 10                 | 4                | 0.4                      |
| United Kingdom                   | 2 288                | 57              | 9   | 17                  | 27                                | 14                | 8   | 1                | 19                 | 1                | 5                        |
| United States                    | 17 272               | 57              | 9   | 11                  | 27                                | 9                 | 7   | 1                | 14                 | 5                | 18                       |
| South and West Asia              |                      |                 |   |                     |                                   |                   |   |                  |                    |                  |                          |
| Afghanistan                      | 28 <sup>z</sup>      | 20 <sup>z</sup> | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Bangladesh                       | 912                  | 33              | 3   | 24                  | 34                                | 15                | 5   | 1                | 2                  | 0.2              | 15                       |
| Bhutan                           | ...                  | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| India                            | 9 327                | 40              | 1 <sup>z</sup>                            | 36 <sup>z</sup>     | 15 <sup>z</sup>                   | 16 <sup>z</sup>   | 7 <sup>z</sup>                              | — <sup>z</sup>   | 2 <sup>z</sup>     | — <sup>z</sup>   | 24 <sup>z</sup>          |
| Iran, Islamic Republic of        | 2 126                | 51              | 3   | 13                  | 28                                | 13                | 27  | 6                | 6                  | 2                | 2                        |
| Maldives                         | 0.1 <sup>z</sup>     | 70 <sup>z</sup> | 100 <sup>y</sup>                          | . <sup>y</sup>      | . <sup>y</sup>                    | . <sup>y</sup>    | . <sup>y</sup>                              | . <sup>y</sup>   | . <sup>y</sup>     | . <sup>y</sup>   | . <sup>y</sup>           |
| Nepal                            | 147 <sup>z</sup>     | 28 <sup>z</sup> | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Pakistan                         | 783                  | 45              | —   | 23                  | 17                                | 20                | 4   | —                | 3                  | —                | 33                       |
| Sri Lanka                        | ...                  | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Sub-Saharan Africa               |                      |                 |   |                     |                                   |                   |   |                  |                    |                  |                          |
| Angola                           | 13 <sup>y</sup>      | 40 <sup>y</sup> | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Benin                            | ...                  | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Botswana                         | 11                   | 50              | 21  | 26                  | 25                                | 12                | 6   | —                | —                  | 0.3              | 11                       |
| Burkina Faso                     | 28                   | 31              | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Burundi                          | 17                   | 28              | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Cameroon                         | 100 <sup>*</sup>     | 40 <sup>*</sup> | 5 <sup>*,z</sup>                          | 17 <sup>*,z</sup>   | 44 <sup>*,z</sup>                 | 20 <sup>*,z</sup> | 3 <sup>*,z</sup>                            | 1 <sup>*,z</sup> | 1 <sup>*,z</sup>   | — <sup>*,z</sup> | 9 <sup>*,z</sup>         |
| Cape Verde                       | 4                    | 51              | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Central African Republic         | 6                    | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Chad                             | 10                   | 13              | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Comoros                          | 2 <sup>z</sup>       | 43 <sup>z</sup> | 9 <sup>y</sup>                            | 29 <sup>y</sup>     | 38 <sup>y</sup>                   | 11 <sup>y</sup>   | . <sup>y</sup>                              | . <sup>y</sup>   | 8 <sup>y</sup>     | 4 <sup>y</sup>   | . <sup>y</sup>           |
| Congo                            | 12 <sup>y</sup>      | 16 <sup>y</sup> | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Côte d'Ivoire                    | ...                  | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| D. R. Congo                      | ...                  | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Equatorial Guinea                | ...                  | ...             | ...                                       | ...                 | ...                               | ...               | ...   | ...              | ...                | ...              | ...                      |
| Eritrea                          | 5 <sup>z</sup>       | 13 <sup>z</sup> | 22 <sup>z</sup>                           | 2 <sup>z</sup>      | 24 <sup>z</sup>                   | 9 <sup>z</sup>    | 28 <sup>z</sup>                             | 9 <sup>z</sup>   | 6 <sup>z</sup>     | — <sup>z</sup>   | — <sup>z</sup>           |

Table 9B

| PERCENTAGE FEMALE IN EACH FIELD  |                     |                                   |                 |   |                 |                    |                 |                          | Country or territory      |
|----------------------------------|---------------------|-----------------------------------|-----------------|---|-----------------|--------------------|-----------------|--------------------------|---------------------------|
| Education                        | Humanities and arts | Social sciences, business and law | Science         | Engineering, manufacturing and construction | Agriculture     | Health and welfare | Services        | Not known or unspecified |                           |
|                                  |                     |                                   |                 |   |                 |                    |                 |                          |                           |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Saint Lucia               |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | St Vincent/Grenad.        |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Suriname                  |
| 69 <sup>z</sup>                  | 78 <sup>z</sup>     | 70 <sup>z</sup>                   | 51 <sup>z</sup> | 21 <sup>z</sup>                             | 55 <sup>z</sup> | 64 <sup>z</sup>    | 66 <sup>z</sup> | 67 <sup>z</sup>          | Trinidad and Tobago       |
| . <sup>z</sup>                   | . <sup>z</sup>      | . <sup>z</sup>                    | . <sup>z</sup>  | . <sup>z</sup>                              | . <sup>z</sup>  | . <sup>z</sup>     | . <sup>z</sup>  | . <sup>z</sup>           | Turks and Caicos Islands  |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Uruguay                   |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Venezuela                 |
| North America and Western Europe |                     |                                   |                 |   |                 |                    |                 |                          |                           |
| 83                               | 80                  | 60                                | 10              | —   | —               | 83                 | —               | —                        | Andorra                   |
| 75                               | 66                  | 55                                | 34              | 21  | 63              | 68                 | 51              | 49                       | Austria                   |
| 70                               | 58                  | 54                                | 34              | 21  | 49              | 73                 | 50              | 49                       | Belgium                   |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Canada                    |
| 91                               | 76                  | 50                                | 35              | 13  | —               | 71                 | 40              | 17                       | Cyprus                    |
| 71                               | 63                  | 50                                | 32              | 33  | 52              | 81                 | 22              | —                        | Denmark                   |
| 80                               | 71                  | 63                                | 41              | 19  | 51              | 84                 | 70              | —                        | Finland                   |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | 55                       | France <sup>1</sup>       |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Germany                   |
| 70                               | 73                  | 55                                | 39              | 28  | 44              | 74                 | 44              | —                        | Greece                    |
| 85 <sup>z</sup>                  | 66 <sup>z</sup>     | 59 <sup>z</sup>                   | 35 <sup>z</sup> | 31 <sup>z</sup>                             | 38 <sup>z</sup> | 85 <sup>z</sup>    | 83 <sup>z</sup> | — <sup>z</sup>           | Iceland                   |
| 79                               | 64                  | 57                                | 41              | 16  | 43              | 79                 | 48              | 55                       | Ireland                   |
| 83                               | 64                  | 56                                | 40              | 27  | 56              | 77                 | .               | 63                       | Israel                    |
| 87                               | 72                  | 57                                | 49              | 28  | 44              | 65                 | 48              | 64                       | Italy                     |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Luxembourg                |
| 72                               | 57                  | 56                                | 35              | 28  | 31              | 67                 | 33              | —                        | Malta                     |
| . <sup>z</sup>                   | . <sup>z</sup>      | . <sup>z</sup>                    | . <sup>z</sup>  | . <sup>z</sup>                              | . <sup>z</sup>  | . <sup>z</sup>     | . <sup>z</sup>  | . <sup>z</sup>           | Monaco                    |
| 73                               | 55                  | 47                                | 20              | 13  | 46              | 74                 | 51              | 39                       | Netherlands               |
| 75                               | 62                  | 56                                | 32              | 24  | 57              | 81                 | 49              | 59                       | Norway                    |
| 84                               | 62                  | 60                                | 49              | 26  | 55              | 77                 | 50              | —                        | Portugal                  |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | San Marino                |
| 78                               | 61                  | 59                                | 35              | 28  | 46              | 75                 | 58              | 49                       | Spain                     |
| 77                               | 63                  | 61                                | 42              | 28  | 58              | 81                 | 58              | 78                       | Sweden                    |
| 70                               | 59                  | 46                                | 28              | 14  | 45              | 68                 | 51              | 50                       | Switzerland               |
| 74                               | 62                  | 55                                | 36              | 19  | 62              | 79                 | 67              | 61                       | United Kingdom            |
| 79                               | 58                  | 56                                | 38              | 16  | 50              | 80                 | 53              | 56                       | United States             |
| South and West Asia              |                     |                                   |                 |   |                 |                    |                 |                          |                           |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Afghanistan               |
| 36                               | 41                  | 33                                | 26              | 15  | 17              | 38                 | 33              | 36                       | Bangladesh                |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Bhutan                    |
| 50 <sup>z</sup>                  | 44 <sup>z</sup>     | 37 <sup>z</sup>                   | 40 <sup>z</sup> | 24 <sup>z</sup>                             | — <sup>z</sup>  | 42 <sup>z</sup>    | — <sup>z</sup>  | 32 <sup>z</sup>          | India                     |
| 69                               | 71                  | 58                                | 67              | 21  | 40              | 74                 | 50              | 75                       | Iran, Islamic Republic of |
| 70 <sup>y</sup>                  | . <sup>y</sup>      | . <sup>y</sup>                    | . <sup>y</sup>  | . <sup>y</sup>                              | . <sup>y</sup>  | . <sup>y</sup>     | . <sup>y</sup>  | . <sup>y</sup>           | Maldives                  |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Nepal                     |
| —                                | 43                  | 43                                | 43              | 43  | —               | 43                 | —               | 50                       | Pakistan                  |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Sri Lanka                 |
| Sub-Saharan Africa               |                     |                                   |                 |   |                 |                    |                 |                          |                           |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Angola                    |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Benin                     |
| 58                               | 62                  | 56                                | 9               | 12  | —               | —                  | 87              | 53                       | Botswana                  |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Burkina Faso              |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Burundi                   |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Cameroon                  |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Cape Verde                |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Central African Republic  |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Chad                      |
| 53 <sup>y</sup>                  | 36 <sup>y</sup>     | 47 <sup>y</sup>                   | 27 <sup>y</sup> | . <sup>y</sup>                              | . <sup>y</sup>  | 55 <sup>y</sup>    | 57 <sup>y</sup> | . <sup>y</sup>           | Comoros                   |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Congo                     |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Côte d'Ivoire             |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | D. R. Congo               |
| ...                              | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Equatorial Guinea         |
| 9 <sup>z</sup>                   | 41 <sup>z</sup>     | 16 <sup>z</sup>                   | 21 <sup>z</sup> | 10 <sup>z</sup>                             | 6 <sup>z</sup>  | 20 <sup>z</sup>    | — <sup>z</sup>  | — <sup>z</sup>           | Eritrea                   |

Table 9B (continued)

| Country or territory        | PERCENTAGE DISTRIBUTION BY FIELD OF STUDY |                 |                 |                     |                                   |                 |   |                |                    |                |                          |
|-----------------------------|---|-----------------|-----------------|---------------------|-----------------------------------|-----------------|---|----------------|--------------------|----------------|--------------------------|
|                             | Total enrolment                           |                 | Education       | Humanities and arts | Social sciences, business and law | Science         | Engineering, manufacturing and construction | Agriculture    | Health and welfare | Services       | Not known or unspecified |
|                             | (000)                                     | % F             |                 |                     |                                   |                 |   |                |                    |                |                          |
| Ethiopia                    | 191                                       | 24              | 30              | 3                   | 38                                | 8               | 9   | 5              | 6                  | 0.2            | 0.3                      |
| Gabon                       | ...                                       | ...             | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Gambia                      | 2 <sup>z</sup>                            | 19 <sup>z</sup> | 4 <sup>z</sup>  | 35 <sup>z</sup>     | 19 <sup>z</sup>                   | 21 <sup>z</sup> | . <sup>z</sup>                              | . <sup>z</sup> | 15 <sup>z</sup>    | . <sup>z</sup> | 7 <sup>z</sup>           |
| Ghana                       | <b>110</b>                                | <b>34</b>       | 11 <sup>z</sup> | 39 <sup>z</sup>     | 12 <sup>z</sup>                   | 15 <sup>z</sup> | 12 <sup>z</sup>                             | 4 <sup>z</sup> | 4 <sup>z</sup>     | 2 <sup>z</sup> | 1 <sup>z</sup>           |
| Guinea                      | 24  | 19              | 7 <sup>z</sup>  | 10 <sup>z</sup>     | 25 <sup>z</sup>                   | 22 <sup>z</sup> | 12 <sup>z</sup>                             | 5 <sup>z</sup> | 9 <sup>z</sup>     | 2 <sup>z</sup> | 8 <sup>z</sup>           |
| Guinea-Bissau               | ...                                       | ...             | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Kenya                       | 108 <sup>z</sup>                          | 37 <sup>z</sup> | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Lesotho                     | 8   | 57              | 32              | 8                   | 33                                | 23              | 1   | 1              | 1.1                | —              | —                        |
| Liberia                     | ...                                       | ...             | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Madagascar                  | 45  | 47              | 3               | 15                  | 51                                | 15              | 5   | 3              | 7                  | 0.3            | 0.4                      |
| Malawi                      | 5 <sup>z</sup>                            | 35 <sup>z</sup> | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Mali                        | 33  | 31              | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Mauritius                   | 17  | 55              | 21              | 13                  | 30                                | 8               | 18  | 2              | 0.3                | 1.0            | 8.3                      |
| Mozambique                  | 28  | 33              | 8               | 11                  | 44                                | 14              | 10  | 5              | 5                  | 3              | 0.5                      |
| Namibia                     | 12 <sup>z</sup>                           | 53 <sup>z</sup> | 25 <sup>y</sup> | 4 <sup>y</sup>      | 41 <sup>y</sup>                   | 8 <sup>y</sup>  | 5 <sup>y</sup>                              | 3 <sup>y</sup> | 4 <sup>y</sup>     | 3 <sup>y</sup> | 8 <sup>y</sup>           |
| Niger                       | 11  | 30              | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Nigeria                     | 1 290 <sup>z</sup>                        | 35 <sup>z</sup> | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Rwanda                      | 26  | 39              | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Sao Tome and Principe       | .   | .               | .               | .                   | .                                 | .               | .   | .              | .                  | .              | .                        |
| Senegal                     | 59*                                       | ...             | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Seychelles                  | .   | .               | .               | .                   | .                                 | .               | .   | .              | .                  | .              | .                        |
| Sierra Leone                | ...                                       | ...             | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Somalia                     | ...                                       | ...             | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| South Africa                | 735                                       | 55              | 14              | 5                   | 51                                | 11              | 9   | 2              | 6                  | 1              | —                        |
| Swaziland                   | 6   | 52              | 24              | 15                  | 34                                | 5               | 4   | 5              | 12                 | 2              | .                        |
| Togo                        | ...                                       | ...             | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Uganda                      | 88 <sup>z</sup>                           | 38 <sup>z</sup> | 32 <sup>z</sup> | 5 <sup>z</sup>      | 40 <sup>z</sup>                   | 3 <sup>z</sup>  | 7 <sup>z</sup>                              | 2 <sup>z</sup> | 4 <sup>z</sup>     | 4 <sup>z</sup> | 2 <sup>z</sup>           |
| United Republic of Tanzania | 51  | 32              | 13              | 7                   | 20                                | 15              | 9   | 5              | 7                  | 2              | 22                       |
| Zambia                      | ...                                       | ...             | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | ...                      |
| Zimbabwe                    | 56 <sup>y</sup>                           | 39 <sup>y</sup> | ...             | ...                 | ...                               | ...             | ...   | ...            | ...                | ...            | 100 <sup>y</sup>         |

|                            | Sum     | % F | Median |     |     |     |     |     |     |     |     |
|----------------------------|---------|-----|--------|-----|-----|-----|-----|-----|-----|-----|-----|
| World                      | 137 769 | 50  | 12     | 22  | 15  | 11  | 13  | 4   | 5   | 2   | 17  |
| Countries in transition    | 14 208  | 56  | ...    | ... | ... | ... | ... | ... | ... | ... | ... |
| Developed countries        | 43 411  | 55  | 10     | 13  | 38  | 11  | 13  | 1   | 10  | 4   | 0.4 |
| Developing countries       | 80 150  | 46  | ...    | ... | ... | ... | ... | ... | ... | ... | ... |
| Arab States                | 6 783   | 49  | 8      | 10  | 34  | 10  | 2   | 0.1 | 2   | —   | 33  |
| Central and Eastern Europe | 19 414  | 55  | 13     | 8   | 41  | 7   | 15  | 2   | 6   | 5   | 3   |
| Central Asia               | 2 060   | 51  | ...    | ... | ... | ... | ... | ... | ... | ... | ... |
| East Asia and the Pacific  | 41 424  | 47  | ...    | ... | ... | ... | ... | ... | ... | ... | ... |
| East Asia                  | 40 128  | 46  | 13     | 10  | 27  | 19  | 21  | 2   | 5   | 3   | 0.1 |
| Pacific                    | 1 296   | 55  | ...    | ... | ... | ... | ... | ... | ... | ... | ... |
| Latin America/Caribbean    | 15 293  | 54  | ...    | ... | ... | ... | ... | ... | ... | ... | ... |
| Caribbean                  | 105     | 63  | ...    | ... | ... | ... | ... | ... | ... | ... | ... |
| Latin America              | 15 189  | 54  | 13     | 3   | 18  | 8   | 9   | 3   | 11  | 3   | 32  |
| N. America/W. Europe       | 33 412  | 56  | 10     | 13  | 38  | 11  | 13  | 1   | 10  | 4   | 0.4 |
| South and West Asia        | 15 842  | 41  | 3      | 13  | 28  | 13  | 27  | 6   | 6   | 2   | 2   |
| Sub-Saharan Africa         | 3 540   | 38  | ...    | ... | ... | ... | ... | ... | ... | ... | ... |

1. For the first time, data include French overseas departments and territories.  
Data in italic are UIS estimates.  
Data in bold are for the school year ending in 2006.

(z) Data are for the school year ending in 2004.  
(y) Data are for the school year ending in 2003.  
(\*) National estimates.

Table 9B

| PERCENTAGE FEMALE IN EACH FIELD |                     |                                   |                 |   |                 |                    |                 |                          | Country or territory        |
|---------------------------------|---------------------|-----------------------------------|-----------------|---|-----------------|--------------------|-----------------|--------------------------|-----------------------------|
| Education                       | Humanities and arts | Social sciences, business and law | Science         | Engineering, manufacturing and construction | Agriculture     | Health and welfare | Services        | Not known or unspecified |                             |
| 20                              | 30                  | 29                                | 26              | 14  | 22              | 26                 | 19              | 18                       | Ethiopia                    |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Gabon                       |
| 2 <sup>z</sup>                  | 19 <sup>z</sup>     | 14 <sup>z</sup>                   | 14 <sup>z</sup> | . <sup>z</sup>                              | . <sup>z</sup>  | 13 <sup>z</sup>    | . <sup>z</sup>  | 68 <sup>z</sup>          | Gambia                      |
| 36 <sup>z</sup>                 | 37 <sup>z</sup>     | 42 <sup>z</sup>                   | 27 <sup>z</sup> | 8 <sup>z</sup>                              | 20 <sup>z</sup> | 37 <sup>z</sup>    | 22 <sup>z</sup> | 33 <sup>z</sup>          | Ghana                       |
| 2 <sup>z</sup>                  | 20 <sup>z</sup>     | 19 <sup>z</sup>                   | 16 <sup>z</sup> | 7 <sup>z</sup>                              | 8 <sup>z</sup>  | 26 <sup>z</sup>    | 15 <sup>z</sup> | 18 <sup>z</sup>          | Guinea                      |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Guinea-Bissau               |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Kenya                       |
| 58                              | 67                  | 56                                | 54              | 37  | 61              | 53                 | —               | —                        | Lesotho                     |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Liberia                     |
| 46                              | 56                  | 51                                | 33              | 18  | 37              | 51                 | 51              | 67                       | Madagascar                  |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Malawi                      |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Mali                        |
| 55                              | 67                  | 55                                | 53              | 28  | 58              | 42                 | 32              | 100                      | Mauritius                   |
| 33                              | 36                  | 41                                | 21              | 10  | 27              | 54                 | 21              | 23                       | Mozambique                  |
| 54 <sup>y</sup>                 | 58 <sup>y</sup>     | 56 <sup>y</sup>                   | 37 <sup>y</sup> | 18 <sup>y</sup>                             | 39 <sup>y</sup> | 81 <sup>y</sup>    | 64 <sup>y</sup> | 58 <sup>y</sup>          | Namibia                     |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Niger                       |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Nigeria                     |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Rwanda                      |
| .                               | .                   | .                                 | .               | .   | .               | .                  | .               | .                        | Sao Tome and Principe       |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Senegal                     |
| .                               | .                   | .                                 | .               | .   | .               | .                  | .               | .                        | Seychelles                  |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Sierra Leone                |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Somalia                     |
| 71                              | 60                  | 56                                | 44              | 24  | 42              | 68                 | 65              | —                        | South Africa                |
| 52                              | 66                  | 50                                | 37              | 11  | 27              | 72                 | 43              | .                        | Swaziland                   |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Togo                        |
| 39 <sup>z</sup>                 | 41 <sup>z</sup>     | 41 <sup>z</sup>                   | 24 <sup>z</sup> | 19 <sup>z</sup>                             | 22 <sup>z</sup> | 40 <sup>z</sup>    | 53 <sup>z</sup> | 55 <sup>z</sup>          | Uganda                      |
| 38                              | 56                  | 41                                | 24              | 10  | 26              | 29                 | 16              | 32                       | United Republic of Tanzania |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | ...                      | Zambia                      |
| ...                             | ...                 | ...                               | ...             | ...   | ...             | ...                | ...             | 39 <sup>y</sup>          | Zimbabwe                    |

| Median |     |     |     |     |     |     |     |     |                            |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|----------------------------|
| 71     | 56  | 35  | 30  | 16  | 32  | 63  | 31  | .   | World                      |
| ...    | ... | ... | ... | ... | ... | ... | ... | ... | Countries in transition    |
| 75     | 62  | 56  | 32  | 24  | 57  | 81  | 49  | 59  | Developed countries        |
| ...    | ... | ... | ... | ... | ... | ... | ... | ... | Developing countries       |
| 69     | 60  | 41  | 53  | 20  | 25  | 67  | —   | 40  | Arab States                |
| 77     | 72  | 56  | 63  | 26  | 48  | 65  | 50  | —   | Central and Eastern Europe |
| ...    | ... | ... | ... | ... | ... | ... | ... | ... | Central Asia               |
| ...    | ... | ... | ... | ... | ... | ... | ... | ... | East Asia and the Pacific  |
| 62     | 66  | 49  | 36  | 25  | 39  | 71  | 77  | 2   | East Asia                  |
| ...    | ... | ... | ... | ... | ... | ... | ... | ... | Pacific                    |
| ...    | ... | ... | ... | ... | ... | ... | ... | ... | Latin America/Caribbean    |
| ...    | ... | ... | ... | ... | ... | ... | ... | ... | Caribbean                  |
| 72     | 57  | 57  | 38  | 27  | 38  | 59  | 55  | 31  | Latin America              |
| 77     | 63  | 61  | 42  | 28  | 58  | 81  | 58  | 78  | N. America/W. Europe       |
| 50     | 44  | 37  | 40  | 24  | —   | 42  | —   | 32  | South and West Asia        |
| ...    | ... | ... | ... | ... | ... | ... | ... | ... | Sub-Saharan Africa         |

Table 10A  
Teaching staff in pre-primary and primary education

| Country or territory              | PRE-PRIMARY EDUCATION |     |                 |                  |                                   |      |        |                  |                  |                  |                                  |                 |
|-----------------------------------|-----------------------|-----|-----------------|------------------|-----------------------------------|------|--------|------------------|------------------|------------------|----------------------------------|-----------------|
|                                   | Teaching staff        |     |                 |                  | Trained teachers (%) <sup>1</sup> |      |        |                  |                  |                  | Pupil/teacher ratio <sup>2</sup> |                 |
|                                   | School year ending in |     |                 |                  | School year ending in             |      |        |                  |                  |                  | School year ending in            |                 |
|                                   | 1999                  |     | 2005            |                  | 1999                              |      |        | 2005             |                  |                  | 1999                             | 2005            |
|                                   | Total (000)           | % F | Total (000)     | % F              | Total                             | Male | Female | Total            | Male             | Female           |                                  |                 |
| <b>Arab States</b>                |                       |     |                 |                  |                                   |      |        |                  |                  |                  |                                  |                 |
| Algeria                           | 1                     | 93  | 2               | 86               | ...                               | ...  | ...    | ...              | ...              | ...              | 28                               | 29              |
| Bahrain                           | 0.7                   | 100 | 1               | 99               | 18                                | —    | 18     | ...              | ...              | ...              | 21                               | 15              |
| Djibouti                          | 0.01                  | 100 | 0.03            | 47               | ...                               | ...  | ...    | 100              | 100              | 100              | 29                               | 14              |
| Egypt                             | 14                    | 99  | 23              | 99               | ...                               | ...  | ...    | ...              | ...              | ...              | 24                               | 24              |
| Iraq                              | 5                     | 100 | 6               | 100              | ...                               | ...  | ...    | 100 <sup>2</sup> | . <sup>2</sup>   | 100 <sup>2</sup> | 15                               | 16              |
| Jordan                            | 3                     | 100 | 5               | 99               | ...                               | ...  | ...    | ...              | ...              | ...              | 22                               | 20              |
| Kuwait                            | 4                     | 100 | 5               | 100              | 100                               | 100  | 100    | 100              | 100              | 100              | 15                               | 13              |
| Lebanon                           | 11                    | 95  | 9               | 99               | ...                               | ...  | ...    | 11               | 13               | 11               | 13                               | 16              |
| Libyan Arab Jamahiriya            | 1                     | 100 | 2.2             | 97               | ...                               | ...  | ...    | ...              | ...              | ...              | 8                                | 8               |
| Mauritania                        | ...                   | ... | 0.3             | 100              | ...                               | ...  | ...    | 100 <sup>2</sup> | . <sup>2</sup>   | 100 <sup>2</sup> | ...                              | 19              |
| Morocco                           | 40                    | 40  | 40              | 54               | ...                               | ...  | ...    | 100              | 100              | 100              | 20                               | 17              |
| Oman                              | 0.4                   | 100 | 0.5             | 100              | 93                                | —    | 93     | 100              | .                | 100              | 20                               | 18              |
| Palestinian A. T.                 | 3                     | 100 | 3               | 99               | ...                               | ...  | ...    | 100              | 100              | 100              | 29                               | 26              |
| Qatar                             | 0.4                   | 96  | 1               | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | 21                               | 17              |
| Saudi Arabia                      | ...                   | ... | ...             | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Sudan                             | 12                    | 84  | 17              | 99               | ...                               | ...  | ...    | 60               | 60               | 60               | 30                               | 29              |
| Syrian Arab Republic              | 5                     | 96  | 7               | 98               | 87                                | 84   | 87     | 16               | 15               | 16               | 24                               | 22              |
| Tunisia                           | 4                     | 95  | 6 <sup>y</sup>  | 95 <sup>y</sup>  | ...                               | ...  | ...    | ...              | ...              | ...              | 20                               | 19 <sup>y</sup> |
| United Arab Emirates              | 3                     | 100 | 4               | 100              | 59                                | 71   | 59     | 50               | 80               | 50               | 19                               | 19              |
| Yemen                             | 0.8                   | 93  | 1.2             | 97               | ...                               | ...  | ...    | ...              | ...              | ...              | 17                               | 15              |
| <b>Central and Eastern Europe</b> |                       |     |                 |                  |                                   |      |        |                  |                  |                  |                                  |                 |
| Albania                           | 4                     | 100 | 4 <sup>2</sup>  | 100 <sup>2</sup> | ...                               | ...  | ...    | ...              | ...              | ...              | 20                               | 21 <sup>2</sup> |
| Belarus                           | 53                    | ... | 44              | 99               | ...                               | ...  | ...    | 65               | 65               | 65               | 5                                | 6               |
| Bosnia and Herzegovina            | ...                   | ... | ...             | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Bulgaria                          | 19                    | 100 | 18              | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | 11                               | 11              |
| Croatia                           | 6                     | 100 | 7 <sup>y</sup>  | 100 <sup>y</sup> | 76                                | 86   | 76     | 84 <sup>y</sup>  | 100 <sup>y</sup> | 84 <sup>y</sup>  | 13                               | 12 <sup>y</sup> |
| Czech Republic                    | 17                    | 100 | 22              | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | 18                               | 13              |
| Estonia                           | 7                     | 100 | 7               | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | 8                                | 7               |
| Hungary                           | 32                    | 100 | 31              | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | 12                               | 11              |
| Latvia                            | 7                     | 99  | 6               | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | 9                                | 11              |
| Lithuania                         | 13                    | 99  | 11              | 99               | ...                               | ...  | ...    | ...              | ...              | ...              | 7                                | 8               |
| Poland                            | 77                    | ... | 47              | 97               | ...                               | ...  | ...    | ...              | ...              | ...              | 12                               | 18              |
| Republic of Moldova               | 13                    | 100 | 10              | 100              | 92                                | .    | 92     | 89               | .                | 89               | 8                                | 10              |
| Romania                           | 37                    | 100 | 35              | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | 17                               | 18              |
| Russian Federation                | 618                   | ... | 619             | ...              | ...                               | ...  | ...    | 94 <sup>y</sup>  | ...              | ...              | 7                                | 7               |
| Serbia and Montenegro             | 12                    | 100 | ...             | ...              | 96                                | .    | 96     | ...              | ...              | ...              | 14                               | ...             |
| Slovakia                          | 16                    | 100 | 11              | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | 10                               | 14              |
| Slovenia                          | 3                     | 99  | 2               | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | 18                               | 18              |
| TFYR Macedonia                    | 3                     | 99  | 3               | 99               | ...                               | ...  | ...    | ...              | ...              | ...              | 10                               | 11              |
| Turkey                            | 17                    | 99  | 22              | 95               | ...                               | ...  | ...    | ...              | ...              | ...              | 15                               | 20              |
| Ukraine                           | 143                   | 100 | 118             | 99               | ...                               | ...  | ...    | ...              | ...              | ...              | 8                                | 8               |
| <b>Central Asia</b>               |                       |     |                 |                  |                                   |      |        |                  |                  |                  |                                  |                 |
| Armenia                           | 8                     | ... | 5               | 100              | ...                               | ...  | ...    | 56 <sup>2</sup>  | 20 <sup>2</sup>  | 56 <sup>2</sup>  | 7                                | 9               |
| Azerbaijan                        | 12                    | 100 | 11              | 100              | 78                                | —    | 78     | 84               | 90               | 84               | 9                                | 10              |
| Georgia                           | 6                     | 100 | 8               | 100              | ...                               | ...  | ...    | 97 <sup>y</sup>  | . <sup>y</sup>   | 97 <sup>y</sup>  | 13                               | 10              |
| Kazakhstan                        | 19                    | ... | 27              | 99               | ...                               | ...  | ...    | ...              | ...              | ...              | 9                                | 11              |
| Kyrgyzstan                        | 3                     | 100 | 2               | 99               | 32                                | —    | 32     | 38               | 39               | 38               | 18                               | 23              |
| Mongolia                          | 3                     | 100 | 3               | 89               | 99                                | 75   | 99     | ...              | ...              | ...              | 25                               | 24              |
| Tajikistan                        | 5                     | 100 | 4               | 100              | ...                               | ...  | ...    | 74               | .                | 74               | 11                               | 14              |
| Turkmenistan                      | ...                   | ... | ...             | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Uzbekistan                        | ...                   | ... | 64 <sup>2</sup> | 95 <sup>2</sup>  | ...                               | ...  | ...    | 100 <sup>y</sup> | 100 <sup>y</sup> | 100 <sup>y</sup> | ...                              | 10 <sup>2</sup> |
| <b>East Asia and the Pacific</b>  |                       |     |                 |                  |                                   |      |        |                  |                  |                  |                                  |                 |
| Australia                         | ...                   | ... | ...             | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Brunei Darussalam                 | 0.6*                  | 83* | 0.6             | 96               | ...                               | ...  | ...    | 64               | 96               | 63               | 20*                              | 19              |
| Cambodia                          | 2                     | 99  | 4               | 99               | ...                               | ...  | ...    | ...              | ...              | ...              | 27                               | 25              |
| China                             | 875                   | 94  | 952             | 98               | ...                               | ...  | ...    | ...              | ...              | ...              | 27                               | 23              |

Table 10A

| PRIMARY EDUCATION          |     |                 |                 |                                   |      |        |                  |                  |                  |                                  |                 | Country or territory   |
|----------------------------|-----|-----------------|-----------------|-----------------------------------|------|--------|------------------|------------------|------------------|----------------------------------|-----------------|------------------------|
| Teaching staff             |     |                 |                 | Trained teachers (%) <sup>1</sup> |      |        |                  |                  |                  | Pupil/teacher ratio <sup>2</sup> |                 |                        |
| School year ending in      |     |                 |                 | School year ending in             |      |        |                  |                  |                  | School year ending in            |                 |                        |
| 1999                       |     | 2005            |                 | 1999                              |      |        | 2005             |                  |                  | 1999                             | 2005            |                        |
| Total (000)                | % F | Total (000)     | % F             | Total                             | Male | Female | Total            | Male             | Female           |                                  |                 |                        |
|                            |     |                 |                 |                                   |      |        |                  |                  |                  |                                  |                 |                        |
| Arab States                |     |                 |                 |                                   |      |        |                  |                  |                  |                                  |                 |                        |
| 170                        | 46  | 171             | 50              | 94                                | 92   | 96     | 99               | 98               | 99               | 28                               | 25              | Algeria                |
| ...                        | ... | ...             | ...             | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             | Bahrain                |
| 1.0                        | 28  | 1.5             | 27              | ...                               | ...  | ...    | ...              | ...              | ...              | 40                               | 35              | Djibouti               |
| 346                        | 52  | 373             | 55              | ...                               | ...  | ...    | ...              | ...              | ...              | 23                               | 26              | Egypt                  |
| 141                        | 72  | 216             | 72              | ...                               | ...  | ...    | 100 <sup>2</sup> | 100 <sup>2</sup> | 100 <sup>2</sup> | 25                               | 21              | Iraq                   |
| ...                        | ... | 39 <sup>y</sup> | 64 <sup>y</sup> | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 20 <sup>y</sup> | Jordan                 |
| 10                         | 73  | 17              | 86              | 100                               | 100  | 100    | 100              | 100              | 100              | 13                               | 12              | Kuwait                 |
| 28                         | 82  | 32              | 85              | 15                                | ...  | ...    | 14               | 17               | 14               | 14                               | 14              | Lebanon                |
| ...                        | ... | 148             | 82              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 5               | Libyan Arab Jamahiriya |
| 7                          | 26  | 11              | 31              | ...                               | ...  | ...    | 100              | 100              | 100              | 47                               | 40              | Mauritania             |
| 123                        | 39  | 148             | 46              | ...                               | ...  | ...    | 100              | 100              | 100              | 28                               | 27              | Morocco                |
| 12                         | 52  | 20              | 65              | 100                               | 100  | 99     | 100              | 100              | 100              | 25                               | 14              | Oman                   |
| 10                         | 54  | 16              | 50              | 100                               | 100  | 100    | 100              | 100              | 100              | 38                               | 25              | Palestinian A. T.      |
| 5                          | 75  | 6               | 66              | ...                               | ...  | ...    | ...              | ...              | ...              | 13                               | 11              | Qatar                  |
| ...                        | ... | ...             | ...             | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             | Saudi Arabia           |
| ...                        | ... | 113             | 66              | ...                               | ...  | ...    | 58               | 81               | 46               | ...                              | 29              | Sudan                  |
| 110                        | 65  | ...             | ...             | 81                                | ...  | ...    | ...              | ...              | ...              | 25                               | ...             | Syrian Arab Republic   |
| 60                         | 50  | 59              | 52              | ...                               | ...  | ...    | ...              | ...              | ...              | 24                               | 20              | Tunisia                |
| 17                         | 73  | 17              | 84              | ...                               | ...  | ...    | 60               | 69               | 58               | 16                               | 15              | United Arab Emirates   |
| 103                        | 20  | ...             | ...             | ...                               | ...  | ...    | ...              | ...              | ...              | 22                               | ...             | Yemen                  |
| Central and Eastern Europe |     |                 |                 |                                   |      |        |                  |                  |                  |                                  |                 |                        |
| 13                         | 75  | 12 <sup>2</sup> | 76 <sup>2</sup> | ...                               | ...  | ...    | ...              | ...              | ...              | 23                               | 21 <sup>2</sup> | Albania                |
| 32                         | 99  | 24              | 99              | ...                               | ...  | ...    | 100              | 100              | 100              | 20                               | 16              | Belarus                |
| ...                        | ... | ...             | ...             | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             | Bosnia and Herzegovina |
| 23                         | 91  | 18              | 93              | ...                               | ...  | ...    | ...              | ...              | ...              | 18                               | 16              | Bulgaria               |
| 11                         | 89  | 11 <sup>y</sup> | 90 <sup>y</sup> | 100                               | 100  | 100    | 100 <sup>y</sup> | 100 <sup>y</sup> | 100 <sup>y</sup> | 19                               | 18 <sup>y</sup> | Croatia                |
| 36                         | 85  | 31              | 84              | ...                               | ...  | ...    | ...              | ...              | ...              | 18                               | 16              | Czech Republic         |
| 8                          | 86  | ...             | ...             | ...                               | ...  | ...    | ...              | ...              | ...              | 16                               | ...             | Estonia                |
| 47                         | 85  | 41              | 96              | ...                               | ...  | ...    | ...              | ...              | ...              | 11                               | 10              | Hungary                |
| 9                          | 97  | 7               | 97              | ...                               | ...  | ...    | ...              | ...              | ...              | 15                               | 12              | Latvia                 |
| 13                         | 98  | 11              | 98              | ...                               | ...  | ...    | ...              | ...              | ...              | 17                               | 14              | Lithuania              |
| ...                        | ... | 236             | 85              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 12              | Poland                 |
| 12                         | 96  | 10              | 97              | ...                               | ...  | ...    | ...              | ...              | ...              | 21                               | 18              | Republic of Moldova    |
| 69                         | 86  | 57              | 86              | ...                               | ...  | ...    | ...              | ...              | ...              | 19                               | 17              | Romania                |
| 349                        | 98  | 317             | 99              | ...                               | ...  | ...    | 99 <sup>y</sup>  | ...              | ...              | 18                               | 17              | Russian Federation     |
| 21                         | 82  | ...             | ...             | 100                               | 100  | 100    | ...              | ...              | ...              | 20                               | ...             | Serbia and Montenegro  |
| 17                         | 93  | 14              | 90              | ...                               | ...  | ...    | ...              | ...              | ...              | 19                               | 18              | Slovakia               |
| 6                          | 96  | 6               | 97              | ...                               | ...  | ...    | ...              | ...              | ...              | 14                               | 15              | Slovenia               |
| 6                          | 66  | 6               | 70              | ...                               | ...  | ...    | ...              | ...              | ...              | 22                               | 19              | TFYR Macedonia         |
| ...                        | ... | ...             | ...             | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             | Turkey                 |
| 107                        | 98  | 104             | 99              | ...                               | ...  | ...    | 99.7             | ...              | ...              | 20                               | 19              | Ukraine                |
| Central Asia               |     |                 |                 |                                   |      |        |                  |                  |                  |                                  |                 |                        |
| ...                        | ... | 6               | 99              | ...                               | ...  | ...    | 77               | 22               | 78               | ...                              | 21              | Armenia                |
| 37                         | 83  | 42              | 85              | 100                               | 100  | 100    | 100              | 100              | 100              | 19                               | 13              | Azerbaijan             |
| 17                         | 92  | 17 <sup>y</sup> | 95 <sup>y</sup> | ...                               | ...  | ...    | 97 <sup>y</sup>  | ...              | ...              | 17                               | 14 <sup>y</sup> | Georgia                |
| ...                        | ... | 59              | 98              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 17              | Kazakhstan             |
| 19                         | 95  | 18              | 96              | 48                                | 49   | 48     | 58               | 58               | 58               | 24                               | 24              | Kyrgyzstan             |
| 8                          | 93  | 7               | 94              | ...                               | ...  | ...    | ...              | ...              | ...              | 32                               | 34              | Mongolia               |
| 31                         | 56  | 32              | 63              | ...                               | ...  | ...    | 84 <sup>2</sup>  | ...              | ...              | 22                               | 21              | Tajikistan             |
| ...                        | ... | ...             | ...             | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             | Turkmenistan           |
| ...                        | ... | ...             | ...             | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             | Uzbekistan             |
| East Asia and the Pacific  |     |                 |                 |                                   |      |        |                  |                  |                  |                                  |                 |                        |
| 105                        | ... | ...             | ...             | ...                               | ...  | ...    | ...              | ...              | ...              | 18                               | ...             | Australia              |
| 3*                         | 66* | 5               | 71              | ...                               | ...  | ...    | 84               | 90               | 82               | 14*                              | 10              | Brunei Darussalam      |
| 45                         | 37  | 51              | 41              | ...                               | ...  | ...    | 98               | ...              | ...              | 48                               | 53              | Cambodia               |
| ...                        | ... | 6116            | 55              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 18              | China                  |

Table 10A (continued)

| Country or territory             | PRE-PRIMARY EDUCATION |     |                   |                  |                                   |      |        |                 |                 |                   |                                  |                 |
|----------------------------------|-----------------------|-----|-------------------|------------------|-----------------------------------|------|--------|-----------------|-----------------|-------------------|----------------------------------|-----------------|
|                                  | Teaching staff        |     |                   |                  | Trained teachers (%) <sup>1</sup> |      |        |                 |                 |                   | Pupil/teacher ratio <sup>2</sup> |                 |
|                                  | School year ending in |     |                   |                  | School year ending in             |      |        |                 |                 |                   | School year ending in            |                 |
|                                  | 1999                  |     | 2005              |                  | 1999                              |      |        | 2005            |                 |                   | 1999                             | 2005            |
|                                  | Total (000)           | % F | Total (000)       | % F              | Total                             | Male | Female | Total           | Male            | Female            |                                  |                 |
| Cook Islands                     | 0.03                  | 100 | 0.03 <sup>y</sup> | 100 <sup>y</sup> | ...                               | ...  | ...    | ...             | ...             | ...               | 14                               | 18 <sup>y</sup> |
| DPR Korea                        | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Fiji                             | ...                   | ... | 0.4               | 99               | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | 21              |
| Indonesia                        | 118                   | 98  | 182               | 98               | ...                               | ...  | ...    | ...             | ...             | ...               | 17                               | 16              |
| Japan                            | 96                    | ... | 105               | 98               | ...                               | ...  | ...    | ...             | ...             | ...               | 31                               | 29              |
| Kiribati                         | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Lao People's Democratic Republic | 2                     | 100 | 3                 | 99               | 86                                | 100  | 86     | 82              | 61              | 82                | 18                               | 16              |
| Macao, China                     | 1                     | 100 | 0.5               | 99               | 93                                | —    | 93     | 98              | 75              | 98                | 31                               | 24              |
| Malaysia                         | 21                    | 100 | 29 <sup>z</sup>   | 96 <sup>z</sup>  | ...                               | ...  | ...    | ...             | ...             | ...               | 27                               | 23 <sup>z</sup> |
| Marshall Islands                 | 0.1                   | ... | 0.1 <sup>y</sup>  | 60 <sup>y</sup>  | ...                               | ...  | ...    | ...             | ...             | ...               | 11                               | 12 <sup>y</sup> |
| Micronesia (Federated States of) | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Myanmar                          | 2                     | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | 22                               | ...             |
| Nauru                            | ...                   | ... | 0.04 <sup>z</sup> | 100 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | 13 <sup>z</sup> |
| New Zealand                      | 7                     | 98  | 7                 | 99               | ...                               | ...  | ...    | ...             | ...             | ...               | 15                               | 15              |
| Niue                             | 0.01                  | 100 | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | 11                               | ...             |
| Palau                            | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Papua New Guinea                 | 2                     | 41  | 3 <sup>y</sup>    | 37 <sup>y</sup>  | ...                               | ...  | ...    | ...             | ...             | ...               | 30                               | 35 <sup>y</sup> |
| Philippines                      | 18                    | 92  | 24                | 97               | 100                               | ...  | ...    | ...             | ...             | ...               | 33                               | 34              |
| Republic of Korea                | 23                    | 100 | 27                | 99               | ...                               | ...  | ...    | ...             | ...             | ...               | 24                               | 20              |
| Samoa                            | ...                   | ... | 0.1 <sup>z</sup>  | 94 <sup>z</sup>  | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | 42 <sup>z</sup> |
| Singapore                        | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Solomon Islands                  | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Thailand                         | 111                   | 79  | 98.8              | 78               | ...                               | ...  | ...    | ...             | ...             | ...               | 25                               | 25              |
| Timor-Leste                      | ...                   | ... | 0.2               | 97               | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | 29              |
| Tokelau                          | ...                   | ... | 0.01 <sup>z</sup> | 100 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | 14 <sup>z</sup> |
| Tonga                            | 0.1                   | 100 | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | 18                               | ...             |
| Tuvalu                           | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Vanuatu                          | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Viet Nam                         | 94                    | 100 | 156               | 98               | 44                                | ...  | 44     | ...             | ...             | ...               | 23                               | 18              |
| Latin America and the Caribbean  |                       |     |                   |                  |                                   |      |        |                 |                 |                   |                                  |                 |
| Anguilla                         | 0.03                  | 100 | 0.04              | 100              | 38                                | ...  | 38     | 49              | ...             | 49                | 18                               | 10              |
| Antigua and Barbuda              | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Argentina                        | 50                    | 96  | 53 <sup>y</sup>   | 97 <sup>y</sup>  | ...                               | ...  | ...    | ...             | ...             | ...               | 24                               | 24 <sup>y</sup> |
| Aruba                            | 0.1                   | 100 | 0.1               | 99               | 100                               | —    | 100    | 100             | 100             | 100               | 26                               | 20              |
| Bahamas                          | 0.2                   | 97  | 0.3 <sup>y</sup>  | 100 <sup>y</sup> | 53                                | 50   | 53     | ...             | ...             | ...               | 9                                | 11 <sup>y</sup> |
| Barbados                         | 0.3                   | 93  | 0.3               | 95               | ...                               | ...  | ...    | 63              | 29              | 65                | 18                               | 18              |
| Belize                           | 0.2                   | 98  | 0.3               | 99               | ...                               | ...  | ...    | 70 <sup>z</sup> | — <sup>z</sup>  | 70.5 <sup>z</sup> | 19                               | 17              |
| Bermuda                          | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Bolivia                          | 5.0                   | 93  | 6                 | 92               | ...                               | ...  | ...    | 79 <sup>y</sup> | 32 <sup>y</sup> | 82 <sup>y</sup>   | 42                               | 41              |
| Brazil                           | 304                   | 98  | 369 <sup>z</sup>  | 98 <sup>z</sup>  | ...                               | ...  | ...    | ...             | ...             | ...               | 19                               | 18 <sup>z</sup> |
| British Virgin Islands           | 0.03                  | 100 | 0.05              | 100              | 29                                | —    | 29     | 20 <sup>z</sup> | ...             | 20 <sup>z</sup>   | 13                               | 14              |
| Cayman Islands                   | 0.1                   | 96  | 0.05              | 100              | 92                                | 50   | 94     | 100             | ...             | 100               | 9                                | 12              |
| Chile                            | ...                   | ... | 20                | 98               | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | 21              |
| Colombia                         | 59                    | 94  | 50                | 96               | ...                               | ...  | ...    | ...             | ...             | ...               | 18                               | 22              |
| Costa Rica                       | 4                     | 97  | 7                 | 94               | 92                                | ...  | ...    | 88              | 77*             | 89*               | 19                               | 16              |
| Cuba                             | 26                    | 98  | 27                | 100              | 98                                | —    | 100    | 100             | ...             | 100               | 19                               | 17              |
| Dominica                         | 0.1                   | 100 | 0.2               | 100              | 75                                | ...  | 75     | 78 <sup>z</sup> | ...             | 78 <sup>z</sup>   | 18                               | 14              |
| Dominican Republic               | 8                     | 95  | 9                 | 96               | 54                                | 59   | 53     | 77              | 71              | 77                | 24                               | 22              |
| Ecuador                          | 10                    | 90  | 13                | 87               | ...                               | ...  | ...    | 72 <sup>z</sup> | 60 <sup>z</sup> | 73 <sup>z</sup>   | 18                               | 17              |
| El Salvador                      | ...                   | ... | 9                 | 88               | ...                               | ...  | ...    | 100             | 100             | 100               | ...                              | 27              |
| Grenada                          | 0.2                   | 96  | 0.3               | 99               | ...                               | ...  | ...    | 32 <sup>y</sup> | —               | 33 <sup>y</sup>   | 18                               | 10              |
| Guatemala                        | 12                    | ... | 17                | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | 26                               | 25              |
| Guyana                           | 2                     | 99  | 2                 | 99               | 38                                | 41   | 38     | 48              | 21              | 49                | 18                               | 16              |
| Haiti                            | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...               | ...                              | ...             |
| Honduras                         | ...                   | ... | 10                | 94               | ...                               | ...  | ...    | 64 <sup>z</sup> | 53 <sup>z</sup> | 65 <sup>z</sup>   | ...                              | 20              |
| Jamaica                          | 5                     | ... | 7                 | 98               | ...                               | ...  | ...    | ...             | ...             | ...               | 25                               | 22              |
| Mexico                           | 150                   | 94  | 142               | 96               | ...                               | ...  | ...    | ...             | ...             | ...               | 22                               | 29              |
| Montserrat                       | 0.01                  | 100 | 0.01              | 100              | 100                               | ...  | 100    | 100             | ...             | 100               | 12                               | 15              |
| Netherlands Antilles             | 0.3                   | 99  | 0.3 <sup>y</sup>  | 100 <sup>y</sup> | 100                               | 100  | 100    | ...             | ...             | ...               | 21                               | 19 <sup>y</sup> |
| Nicaragua                        | 6                     | 97  | 8                 | 96               | 32                                | 19   | 33     | 33              | 24              | 33                | 26                               | 25              |
| Panama                           | 3                     | 98  | 4                 | 95               | 36                                | 35   | 36     | 48              | 7               | 50                | 19                               | 20              |



Table 10A

| PRIMARY EDUCATION               |     |                   |                  |                                   |      |        |                 |                 |                 |                                  |                 | Country or territory             |
|---------------------------------|-----|-------------------|------------------|-----------------------------------|------|--------|-----------------|-----------------|-----------------|----------------------------------|-----------------|----------------------------------|
| Teaching staff                  |     |                   |                  | Trained teachers (%) <sup>1</sup> |      |        |                 |                 |                 | Pupil/teacher ratio <sup>2</sup> |                 |                                  |
| School year ending in           |     |                   |                  | School year ending in             |      |        |                 |                 |                 | School year ending in            |                 |                                  |
| 1999                            |     | 2005              |                  | 1999                              |      |        | 2005            |                 |                 | 1999                             | 2005            |                                  |
| Total (000)                     | % F | Total (000)       | % F              | Total                             | Male | Female | Total           | Male            | Female          |                                  |                 |                                  |
| 0.1                             | 86  | 0.1 <sup>Y</sup>  | ...              | ...                               | ...  | ...    | ...             | ...             | ...             | 18                               | 16 <sup>Y</sup> | Cook Islands                     |
| ...                             | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             | DPR Korea                        |
| ...                             | ... | 4                 | 57               | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 28              | Fiji                             |
| ...                             | ... | 1 428             | 61               | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 20              | Indonesia                        |
| 367                             | ... | 383               | 65               | ...                               | ...  | ...    | ...             | ...             | ...             | 21                               | 19              | Japan                            |
| 0.6                             | 62  | 0.7               | 75               | ...                               | ...  | ...    | ...             | ...             | ...             | 25                               | 25              | Kiribati                         |
| 27                              | 43  | 28                | 45               | 76                                | 69   | 85     | 83              | 78              | 89              | 31                               | 31              | Lao People's Democratic Republic |
| 1.5                             | 87  | 1.6               | 89               | 81                                | 62   | 84     | 91              | 75              | 93              | 31                               | 23              | Macao, China                     |
| 143                             | 66  | 181 <sup>Z</sup>  | 67 <sup>Z</sup>  | ...                               | ...  | ...    | ...             | ...             | ...             | 21                               | 17 <sup>Z</sup> | Malaysia                         |
| 0.6                             | ... | 0.5 <sup>Y</sup>  | 34 <sup>Y</sup>  | ...                               | ...  | ...    | ...             | ...             | ...             | 15                               | 17 <sup>Y</sup> | Marshall Islands                 |
| ...                             | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             | Micronesia (Federated States of) |
| 155                             | 73  | 160               | 81               | 60                                | 60   | 60     | 76              | 80              | 75              | 31                               | 31              | Myanmar                          |
| ...                             | ... | 0.1 <sup>Z</sup>  | 95 <sup>Z</sup>  | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 22 <sup>Z</sup> | Nauru                            |
| 20                              | 82  | 22                | 83               | ...                               | ...  | ...    | ...             | ...             | ...             | 18                               | 16              | New Zealand                      |
| 0.02                            | 100 | 0.02 <sup>Z</sup> | 100 <sup>Z</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | 16                               | 12 <sup>Z</sup> | Niue                             |
| 0.1                             | 82  | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...             | 15                               | ...             | Palau                            |
| 17                              | 39  | 19 <sup>Y</sup>   | 39 <sup>Y</sup>  | ...                               | ...  | ...    | ...             | ...             | ...             | 36                               | 35 <sup>Y</sup> | Papua New Guinea                 |
| 360                             | 87  | 373               | 87               | 100                               | ...  | ...    | ...             | ...             | ...             | 35                               | 35              | Philippines                      |
| 124                             | 64  | 145               | 75               | ...                               | ...  | ...    | ...             | ...             | ...             | 31                               | 28              | Republic of Korea                |
| 1.1                             | 71  | 1.2 <sup>Z</sup>  | 73 <sup>Z</sup>  | ...                               | ...  | ...    | ...             | ...             | ...             | 24                               | 25 <sup>Z</sup> | Samoa                            |
| 11                              | 80  | 12.3              | 83               | ...                               | ...  | ...    | ...             | ...             | ...             | 27                               | 24              | Singapore                        |
| 3                               | 41  | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...             | 19                               | ...             | Solomon Islands                  |
| 298                             | 63  | 313               | 60               | ...                               | ...  | ...    | ...             | ...             | ...             | 21                               | 19              | Thailand                         |
| ...                             | ... | 5                 | 31               | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 34              | Timor-Leste                      |
| ...                             | ... | 0.04 <sup>Z</sup> | 69 <sup>Z</sup>  | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 6 <sup>Z</sup>  | Tokelau                          |
| 0.8                             | 67  | 0.8               | 63               | ...                               | ...  | ...    | ...             | ...             | ...             | 21                               | 20              | Tonga                            |
| 0.1                             | ... | 0.1 <sup>Z</sup>  | ...              | ...                               | ...  | ...    | ...             | ...             | ...             | 19                               | 19 <sup>Z</sup> | Tuvalu                           |
| 1.4                             | 49  | 2.0               | 54               | ...                               | ...  | ...    | ...             | ...             | ...             | 24                               | 20              | Vanuatu                          |
| 337                             | 78  | 361               | 78               | 78                                | 75   | 78     | 93              | ...             | ...             | 30                               | 22              | Viet Nam                         |
| Latin America and the Caribbean |     |                   |                  |                                   |      |        |                 |                 |                 |                                  |                 |                                  |
| 0.07                            | 87  | 0.1               | 89               | 76                                | 78   | 76     | 68              | 20              | 74              | 22                               | 15              | Anguilla                         |
| ...                             | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             | Antigua and Barbuda              |
| 221                             | 88  | 270 <sup>Y</sup>  | 86 <sup>Y</sup>  | ...                               | ...  | ...    | ...             | ...             | ...             | 22                               | 17 <sup>Y</sup> | Argentina                        |
| 0.5                             | 78  | 0.6               | 81               | 100                               | 100  | 100    | 100             | 100             | 100             | 19                               | 18              | Aruba                            |
| 2                               | 63  | 2                 | 88               | 58                                | 57   | 59     | 89              | 90              | 88              | 14                               | 16              | Bahamas                          |
| 1                               | 76  | 1                 | 78               | ...                               | ...  | ...    | 73              | 78              | 72              | 18                               | 15              | Barbados                         |
| 2                               | 64  | 2                 | 72               | ...                               | ...  | ...    | 51 <sup>Z</sup> | 51 <sup>Z</sup> | 52 <sup>Z</sup> | 24                               | 24              | Belize                           |
| ...                             | ... | 0.6               | 88               | ...                               | ...  | ...    | 100             | 100             | 100             | ...                              | 8               | Bermuda                          |
| 58                              | 61  | 64 <sup>Z</sup>   | 61 <sup>Z</sup>  | ...                               | ...  | ...    | ...             | ...             | ...             | 25                               | 24 <sup>Z</sup> | Bolivia                          |
| 807                             | 93  | 887 <sup>Z</sup>  | 90 <sup>Z</sup>  | ...                               | ...  | ...    | ...             | ...             | ...             | 26                               | 21 <sup>Z</sup> | Brazil                           |
| 0.2                             | 86  | 0.2               | 88               | 72                                | 55   | 75     | 87              | 35              | 94              | 18                               | 15              | British Virgin Islands           |
| 0.2                             | 89  | 0.3               | 89               | 98                                | 96   | 98     | 99              | 100             | 99              | 15                               | 13              | Cayman Islands                   |
| 56                              | 77  | 66                | 78               | ...                               | ...  | ...    | ...             | ...             | ...             | 32                               | 26              | Chile                            |
| 215                             | 77  | 187               | 77               | ...                               | ...  | ...    | ...             | ...             | ...             | 24                               | 28              | Colombia                         |
| 20                              | 80  | 25                | 79               | 93                                | ...  | ...    | 97              | 97*             | 97*             | 27                               | 21              | Costa Rica                       |
| 91                              | 79  | 87                | 78               | 100                               | 100  | 100    | 100             | 100             | 100             | 12                               | 10              | Cuba                             |
| 0.6                             | 75  | 0.5               | 85               | 64                                | 46   | 70     | 60              | 45              | 63              | 20                               | 18              | Dominica                         |
| ...                             | ... | 53                | 76               | ...                               | ...  | ...    | 88              | 81.3            | 90.5            | ...                              | 24              | Dominican Republic               |
| 71                              | 68  | 86                | 70               | ...                               | ...  | ...    | 71 <sup>Z</sup> | 71 <sup>Z</sup> | 71 <sup>Z</sup> | 27                               | 23              | Ecuador                          |
| ...                             | ... | 35.3              | 70               | ...                               | ...  | ...    | 100             | 100             | 100             | ...                              | 30              | El Salvador                      |
| ...                             | ... | 0.9               | 76               | ...                               | ...  | ...    | 67              | 65              | 68              | ...                              | 18              | Grenada                          |
| 48                              | ... | 76                | ...              | ...                               | ...  | ...    | ...             | ...             | ...             | 38                               | 31              | Guatemala                        |
| 4                               | 86  | 4                 | 86               | 52                                | 52   | 52     | 57              | 52              | 58              | 27                               | 28              | Guyana                           |
| ...                             | ... | ...               | ...              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             | Haiti                            |
| ...                             | ... | 39                | 75               | ...                               | ...  | ...    | 87 <sup>Z</sup> | 86 <sup>Z</sup> | 88 <sup>Z</sup> | ...                              | 33              | Honduras                         |
| ...                             | ... | 12                | 89               | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 28              | Jamaica                          |
| 540                             | 62  | 519               | 66               | ...                               | ...  | ...    | ...             | ...             | ...             | 27                               | 28              | Mexico                           |
| 0.02                            | 84  | 0.03              | 100              | 100                               | 100  | 100    | 80              | —               | 80              | 21                               | 20              | Montserrat                       |
| 1                               | 86  | 1 <sup>Y</sup>    | 86 <sup>Y</sup>  | 100                               | 100  | 100    | ...             | ...             | ...             | 20                               | 20 <sup>Y</sup> | Netherlands Antilles             |
| 24                              | 83  | 28                | 78               | 79                                | 63   | 82     | 77              | 58              | 82              | 34                               | 34              | Nicaragua                        |
| 15                              | 75  | 18                | 76               | 79                                | 86   | 77     | 90              | 92              | 89              | 26                               | 24              | Panama                           |

Table 10A (continued)

| Country or territory             | PRE-PRIMARY EDUCATION |     |                   |                  |                                   |      |        |                  |                  |                  |                                  |                 |
|----------------------------------|-----------------------|-----|-------------------|------------------|-----------------------------------|------|--------|------------------|------------------|------------------|----------------------------------|-----------------|
|                                  | Teaching staff        |     |                   |                  | Trained teachers (%) <sup>1</sup> |      |        |                  |                  |                  | Pupil/teacher ratio <sup>2</sup> |                 |
|                                  | School year ending in |     |                   |                  | School year ending in             |      |        |                  |                  |                  | School year ending in            |                 |
|                                  | 1999                  |     | 2005              |                  | 1999                              |      |        | 2005             |                  |                  | 1999                             | 2005            |
|                                  | Total (000)           | % F | Total (000)       | % F              | Total                             | Male | Female | Total            | Male             | Female           |                                  |                 |
| Paraguay                         | ...                   | ... | 6 <sup>y</sup>    | 88 <sup>y</sup>  | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 26 <sup>y</sup> |
| Peru                             | ...                   | ... | 45                | 97               | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 25              |
| Saint Kitts and Nevis            | ...                   | ... | 0.3               | 100              | ...                               | ...  | ...    | 46               | .                | 46               | ...                              | 6               |
| Saint Lucia                      | 0.3                   | 100 | 0.4               | 100              | ...                               | ...  | ...    | 56               | .                | 56               | 13                               | 12              |
| Saint Vincent and the Grenadines | ...                   | ... | 0.3               | 100              | ...                               | ...  | ...    | 59               | .                | 59               | ...                              | 11              |
| Suriname                         | ...                   | ... | 0.7               | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 24              |
| Trinidad and Tobago              | 2                     | 100 | 2*                | 100*             | 20                                | —    | 20     | 25 <sup>z</sup>  | — <sup>z</sup>   | 25 <sup>z</sup>  | 13                               | 14*             |
| Turks and Caicos Islands         | 0.1                   | 92  | 0.1               | 95               | 61                                | 40   | 63     | 76               | 25               | 78               | 13                               | 12              |
| Uruguay                          | 3                     | 98  | 4 <sup>z</sup>    | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | 31                               | 27 <sup>z</sup> |
| Venezuela                        | ...                   | ... | 63                | 94               | ...                               | ...  | ...    | 86               | 70               | 87               | ...                              | 15              |
| North America and Western Europe |                       |     |                   |                  |                                   |      |        |                  |                  |                  |                                  |                 |
| Andorra                          | ...                   | ... | 0.2               | 92               | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 14              |
| Austria                          | 14                    | 99  | 15                | 99               | ...                               | ...  | ...    | ...              | ...              | ...              | 16                               | 14              |
| Belgium                          | ...                   | ... | 29                | 98               | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 14              |
| Canada                           | 30                    | 68  | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | 17                               | ...             |
| Cyprus                           | 1                     | 99  | 0.9               | 99               | ...                               | ...  | ...    | ...              | ...              | ...              | 19                               | 18              |
| Denmark                          | 45                    | 92  | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | 6                                | ...             |
| Finland                          | 10                    | 96  | 11                | 97               | ...                               | ...  | ...    | ...              | ...              | ...              | 12                               | 12              |
| France                           | 128                   | 78  | 139 <sup>z</sup>  | 81 <sup>z</sup>  | ...                               | ...  | ...    | ...              | ...              | ...              | 19                               | 18 <sup>z</sup> |
| Germany                          | ...                   | ... | 190               | 98               | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 12              |
| Greece                           | 9                     | 100 | 11                | 99               | ...                               | ...  | ...    | ...              | ...              | ...              | 16                               | 12              |
| Iceland                          | 2                     | 98  | 2 <sup>z</sup>    | 97 <sup>z</sup>  | ...                               | ...  | ...    | ...              | ...              | ...              | 5                                | 6 <sup>z</sup>  |
| Ireland                          | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Israel                           | ...                   | ... | 11                | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 34              |
| Italy                            | 119                   | 99  | 134               | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | 13                               | 12              |
| Luxembourg                       | ...                   | ... | 1.1               | 98               | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 14              |
| Malta                            | 0.9                   | 99  | 0.7               | 98               | ...                               | ...  | ...    | ...              | ...              | ...              | 12                               | 12              |
| Monaco                           | 0.1                   | 100 | 0.05 <sup>z</sup> | 100 <sup>z</sup> | ...                               | ...  | ...    | ...              | ...              | ...              | 18                               | 17 <sup>z</sup> |
| Netherlands                      | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Norway                           | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Portugal                         | ...                   | ... | 17                | 98               | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 15              |
| San Marino                       | ...                   | ... | 0.1 <sup>z</sup>  | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 8 <sup>z</sup>  |
| Spain                            | 68                    | 93  | 105               | 89               | ...                               | ...  | ...    | ...              | ...              | ...              | 17                               | 14              |
| Sweden                           | ...                   | ... | 33                | 97               | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 10              |
| Switzerland                      | ...                   | ... | 11                | 98               | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 15              |
| United Kingdom                   | ...                   | ... | 46                | 97               | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 17              |
| United States                    | 327                   | 95  | 430               | 91               | ...                               | ...  | ...    | ...              | ...              | ...              | 22                               | 17              |
| South and West Asia              |                       |     |                   |                  |                                   |      |        |                  |                  |                  |                                  |                 |
| Afghanistan                      | ...                   | ... | 4 <sup>z</sup>    | 100 <sup>z</sup> | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 7 <sup>z</sup>  |
| Bangladesh                       | 68                    | 33  | 33 <sup>z</sup>   | 90 <sup>z</sup>  | ...                               | ...  | ...    | 41 <sup>z</sup>  | 50 <sup>z</sup>  | 40 <sup>z</sup>  | 27                               | 34 <sup>z</sup> |
| Bhutan                           | 0.01                  | 31  | 0.02              | ...              | 100                               | 100  | 100    | ...              | ...              | ...              | 22                               | 23              |
| India                            | ...                   | ... | 717               | 100              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 41              |
| Iran, Islamic Republic of        | 9                     | 98  | 19                | 89               | ...                               | ...  | ...    | 79 <sup>y</sup>  | ...              | ...              | 23                               | 27              |
| Maldives                         | 0.4                   | 90  | 0.5               | 95               | 47                                | 46   | 47     | 41               | 42               | 41               | 31                               | 26              |
| Nepal                            | 10                    | 31  | 12 <sup>y</sup>   | 41 <sup>y</sup>  | —                                 | —    | —      | — <sup>y</sup>   | — <sup>y</sup>   | — <sup>y</sup>   | 24                               | 20 <sup>y</sup> |
| Pakistan                         | ...                   | ... | 86 <sup>z</sup>   | 45 <sup>z</sup>  | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 41 <sup>z</sup> |
| Sri Lanka                        | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Sub-Saharan Africa               |                       |     |                   |                  |                                   |      |        |                  |                  |                  |                                  |                 |
| Angola                           | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Benin                            | 0.6                   | 61  | 0.6               | 71               | 100                               | 100  | 100    | 100 <sup>z</sup> | 100 <sup>z</sup> | 100 <sup>z</sup> | 28                               | 43              |
| Botswana                         | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Burkina Faso                     | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Burundi                          | 0.2                   | 99  | 0.3*              | 88*              | ...                               | ...  | ...    | 72*              | 64*              | 73*              | 28                               | 41*             |
| Cameroon                         | 4                     | 97  | 7*                | 99*              | ...                               | ...  | ...    | 51*              | 39*              | 51*              | 23                               | 31*             |
| Cape Verde                       | ...                   | ... | 0.9               | 100              | ...                               | ...  | ...    | 8                | .                | 8                | ...                              | 23              |
| Central African Republic         | ...                   | ... | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | ...             |
| Chad                             | ...                   | ... | 0.2               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | ...                              | 38              |
| Comoros                          | 0.1                   | 94  | ...               | ...              | ...                               | ...  | ...    | ...              | ...              | ...              | 26                               | ...             |

Table 10A

| PRIMARY EDUCATION                |     |                  |                 |                                   |      |        |                 |                 |                 |                                  |                 | Country or territory             |
|----------------------------------|-----|------------------|-----------------|-----------------------------------|------|--------|-----------------|-----------------|-----------------|----------------------------------|-----------------|----------------------------------|
| Teaching staff                   |     |                  |                 | Trained teachers (%) <sup>1</sup> |      |        |                 |                 |                 | Pupil/teacher ratio <sup>2</sup> |                 |                                  |
| School year ending in            |     |                  |                 | School year ending in             |      |        |                 |                 |                 | School year ending in            |                 |                                  |
| 1999                             |     | 2005             |                 | 1999                              |      |        | 2005            |                 |                 | 1999                             | 2005            |                                  |
| Total (000)                      | % F | Total (000)      | % F             | Total                             | Male | Female | Total           | Male            | Female          |                                  |                 |                                  |
| ...                              | ... | 34 <sup>y</sup>  | 72 <sup>y</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 28 <sup>y</sup> | Paraguay                         |
| ...                              | ... | 177              | 64              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 23              | Peru                             |
| ...                              | ... | 0.4              | 86              | ...                               | ...  | ...    | 58              | 67              | 57              | ...                              | 18              | Saint Kitts and Nevis            |
| 1.2                              | 84  | 1.1              | 86              | ...                               | ...  | ...    | 80              | 73              | 81              | 22                               | 22              | Saint Lucia                      |
| ...                              | ... | 1.0              | 73              | ...                               | ...  | ...    | 74              | 68              | 76              | ...                              | 18              | Saint Vincent and the Grenadines |
| ...                              | ... | 3.5              | 92              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 19              | Suriname                         |
| 8                                | 76  | 8*               | 72*             | 71                                | 74   | 71     | 81*,z           | 72*,z           | 84*,z           | 21                               | 17*             | Trinidad and Tobago              |
| 0.1                              | 92  | 0.1              | 89              | 81                                | 63   | 82     | 82              | 81              | 83              | 18                               | 15              | Turks and Caicos Islands         |
| 18                               | 92  | 18 <sup>z</sup>  | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | 20                               | 21 <sup>z</sup> | Uruguay                          |
| ...                              | ... | 184              | 81              | ...                               | ...  | ...    | 84              | 70              | 87              | ...                              | 19              | Venezuela                        |
| North America and Western Europe |     |                  |                 |                                   |      |        |                 |                 |                 |                                  |                 |                                  |
| ...                              | ... | 0.4              | 74              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 11              | Andorra                          |
| 29                               | 89  | 29               | 90              | ...                               | ...  | ...    | ...             | ...             | ...             | 13                               | 12              | Austria                          |
| ...                              | ... | 64               | 79              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 11              | Belgium                          |
| 141                              | 68  | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | 17                               | ...             | Canada                           |
| 4                                | 67  | 3                | 83              | ...                               | ...  | ...    | ...             | ...             | ...             | 18                               | 18              | Cyprus                           |
| 37                               | 63  | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | 10                               | ...             | Denmark                          |
| 22                               | 71  | 25               | 76              | ...                               | ...  | ...    | ...             | ...             | ...             | 17                               | 16              | Finland                          |
| 209                              | 78  | 203 <sup>z</sup> | 81 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | 19                               | 19 <sup>z</sup> | France                           |
| 221                              | 82  | 234              | 84              | ...                               | ...  | ...    | ...             | ...             | ...             | 17                               | 14              | Germany                          |
| 48                               | 57  | 59               | 63              | ...                               | ...  | ...    | ...             | ...             | ...             | 14                               | 11              | Greece                           |
| 3                                | 76  | 3 <sup>z</sup>   | 78 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | 11                               | 11 <sup>z</sup> | Iceland                          |
| 21                               | 85  | 25               | 84              | ...                               | ...  | ...    | ...             | ...             | ...             | 22                               | 18              | Ireland                          |
| 54                               | ... | 60               | 86              | ...                               | ...  | ...    | ...             | ...             | ...             | 13                               | 13              | Israel                           |
| 254                              | 95  | 264              | 96              | ...                               | ...  | ...    | ...             | ...             | ...             | 11                               | 10              | Italy                            |
| ...                              | ... | 3                | 71              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 11              | Luxembourg                       |
| 2                                | 87  | 3                | 86              | ...                               | ...  | ...    | ...             | ...             | ...             | 20                               | 11              | Malta                            |
| 0.1                              | 87  | 0.1 <sup>z</sup> | 80 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | 16                               | 14 <sup>z</sup> | Monaco                           |
| ...                              | ... | 133              | 82              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 10              | Netherlands                      |
| ...                              | ... | 41 <sup>z</sup>  | 73 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 11 <sup>z</sup> | Norway                           |
| ...                              | ... | 72               | 82              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 11              | Portugal                         |
| ...                              | ... | 0.2 <sup>z</sup> | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 6 <sup>z</sup>  | San Marino                       |
| 172                              | 68  | 181              | 69              | ...                               | ...  | ...    | ...             | ...             | ...             | 15                               | 14              | Spain                            |
| 62                               | 80  | 66               | 81              | ...                               | ...  | ...    | ...             | ...             | ...             | 12                               | 10              | Sweden                           |
| ...                              | ... | 41               | 78              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 13              | Switzerland                      |
| 244                              | 76  | 265              | 82              | ...                               | ...  | ...    | ...             | ...             | ...             | 19                               | 17              | United Kingdom                   |
| 1618                             | 86  | 1731             | 89              | ...                               | ...  | ...    | ...             | ...             | ...             | 15                               | 14              | United States                    |
| South and West Asia              |     |                  |                 |                                   |      |        |                 |                 |                 |                                  |                 |                                  |
| 26                               | —   | 52               | 34              | ...                               | ...  | ...    | 36              | ...             | ...             | 36                               | 83              | Afghanistan                      |
| 312                              | 33  | 353 <sup>z</sup> | 34 <sup>z</sup> | 64                                | 64   | 64     | 48 <sup>z</sup> | 47 <sup>z</sup> | 52 <sup>z</sup> | 56                               | 51 <sup>z</sup> | Bangladesh                       |
| 2                                | 32  | 3                | 38              | 100                               | 100  | 100    | 94              | 93              | 95              | 42                               | 31              | Bhutan                           |
| 3 135*                           | 33* | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | 35*                              | ...             | India                            |
| 327                              | 53  | 380              | 61              | ...                               | ...  | ...    | 100             | 100             | 100             | 27                               | 19              | Iran, Islamic Republic of        |
| 3                                | 60  | 3                | 66              | 67                                | 70   | 65     | 64              | 60              | 66              | 24                               | 20              | Maldives                         |
| 92                               | 23  | 113              | 30              | 46                                | 50   | 35     | 31              | 32              | 27              | 39                               | 40              | Nepal                            |
| ...                              | ... | 450              | 46              | ...                               | ...  | ...    | 86              | 94              | 76              | ...                              | 38              | Pakistan                         |
| ...                              | ... | 72 <sup>z</sup>  | 79 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 22 <sup>z</sup> | Sri Lanka                        |
| Sub-Saharan Africa               |     |                  |                 |                                   |      |        |                 |                 |                 |                                  |                 |                                  |
| ...                              | ... | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             | Angola                           |
| 16                               | 23  | 28               | 18              | 58                                | 52   | 77     | 72 <sup>z</sup> | 70 <sup>z</sup> | 82 <sup>z</sup> | 53                               | 47              | Benin                            |
| 12                               | 81  | 13               | 78              | 90                                | 81   | 92     | 97              | 96              | 97              | 27                               | 25              | Botswana                         |
| 17                               | 25  | 27               | 29              | ...                               | ...  | ...    | 88              | 87              | 91              | 49                               | 47              | Burkina Faso                     |
| 12                               | 54  | 21               | 55              | ...                               | ...  | ...    | 88              | 83              | 91              | 57                               | 49              | Burundi                          |
| 41                               | 36  | 62*              | 40*             | ...                               | ...  | ...    | 63*             | 59*             | 68*             | 52                               | 48*             | Cameroon                         |
| 3                                | 62  | 3                | 66              | ...                               | ...  | ...    | 78              | 71              | 81              | 29                               | 26              | Cape Verde                       |
| ...                              | ... | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             | Central African Republic         |
| 12                               | 9   | 20               | 12              | ...                               | ...  | ...    | 27              | 21              | 70              | 68                               | 63              | Chad                             |
| 2                                | 26  | 3                | 33              | ...                               | ...  | ...    | ...             | ...             | ...             | 35                               | 35              | Comoros                          |

Table 10A (continued)

| Country or territory         | PRE-PRIMARY EDUCATION |     |                  |                 |                                   |      |        |                 |                 |                 |                                  |                 |
|------------------------------|-----------------------|-----|------------------|-----------------|-----------------------------------|------|--------|-----------------|-----------------|-----------------|----------------------------------|-----------------|
|                              | Teaching staff        |     |                  |                 | Trained teachers (%) <sup>1</sup> |      |        |                 |                 |                 | Pupil/teacher ratio <sup>2</sup> |                 |
|                              | School year ending in |     |                  |                 | School year ending in             |      |        |                 |                 |                 | School year ending in            |                 |
|                              | 1999                  |     | 2005             |                 | 1999                              |      |        | 2005            |                 |                 | 1999                             | 2005            |
|                              | Total (000)           | % F | Total (000)      | % F             | Total                             | Male | Female | Total           | Male            | Female          |                                  |                 |
| Congo                        | 0.6                   | 100 | 1.1              | 86              | ...                               | ...  | ...    | 53              | —               | 62              | 10                               | 22              |
| Côte d'Ivoire                | 2                     | 96  | 2*.y             | 80*.y           | ...                               | ...  | ...    | 100*.y          | 100*.y          | 100*.y          | 23                               | 22*.y           |
| Democratic Rep. of the Congo | ...                   | ... | 3y               | 34y             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 23y             |
| Equatorial Guinea            | 0.4                   | 36  | 0.6y             | 80y             | ...                               | ...  | ...    | 36y             | 46y             | 33y             | 43                               | 39y             |
| Eritrea                      | 0.3                   | 97  | 0.8              | 97              | 65                                | 22   | 66     | 66              | 55              | 66              | 36                               | 37              |
| Ethiopia                     | 2                     | 93  | 5                | 91              | 63                                | 37   | 65     | 79              | 68              | 80              | 36                               | 33              |
| Gabon                        | ...                   | ... | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             |
| Gambia                       | ...                   | ... | 0.8 <sup>z</sup> | 56 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 38 <sup>z</sup> |
| Ghana                        | 26                    | 91  | 29               | 91              | 24                                | 14   | 25     | 22              | 25              | 22              | 25                               | 25              |
| Guinea                       | ...                   | ... | 2.4              | 33              | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 31              |
| Guinea-Bissau                | 0.2                   | 73  | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | 21                               | ...             |
| Kenya                        | 44                    | 55  | 72               | 87              | ...                               | ...  | ...    | 71              | 55              | 73              | 27                               | 23              |
| Lesotho                      | ...                   | ... | 2                | 95              | ...                               | ...  | ...    | —               | —               | —               | ...                              | 19              |
| Liberia                      | 6                     | 19  | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | 18                               | ...             |
| Madagascar                   | ...                   | ... | 3 <sup>z</sup>   | 91 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 57 <sup>z</sup> |
| Malawi                       | ...                   | ... | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             |
| Mali                         | ...                   | ... | 1y               | 73y             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 21y             |
| Mauritius                    | 3                     | 100 | 3                | 100             | 100                               | .    | 100    | 90              | .               | 90              | 16                               | 15              |
| Mozambique                   | ...                   | ... | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             |
| Namibia                      | 1                     | 88  | ...              | ...             | 77                                | 12   | 86     | ...             | ...             | ...             | 27                               | ...             |
| Niger                        | 0.6                   | 98  | 0.8              | 97              | 96                                | 91   | 96     | 86 <sup>z</sup> | 64 <sup>z</sup> | 86 <sup>z</sup> | 21                               | 23              |
| Nigeria                      | ...                   | ... | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             |
| Rwanda                       | ...                   | ... | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             |
| Sao Tome and Principe        | ...                   | ... | 0.2y             | 94y             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 25y             |
| Senegal                      | 1                     | 78  | 2.2              | 82              | ...                               | ...  | ...    | 100             | 100             | 100             | 19                               | 36              |
| Seychelles                   | 0.2                   | 100 | 0.2              | 100             | 86                                | .    | 86     | 77y             | .y              | 77y             | 16                               | 15              |
| Sierra Leone                 | ...                   | ... | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             |
| Somalia                      | ...                   | ... | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             |
| South Africa                 | 6                     | 80  | 11 <sup>z</sup>  | 78 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | 36                               | 34 <sup>z</sup> |
| Swaziland                    | ...                   | ... | 0.5 <sup>z</sup> | 75 <sup>z</sup> | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 32 <sup>z</sup> |
| Togo                         | 0.6                   | 97  | 0.7 <sup>z</sup> | 91 <sup>z</sup> | ...                               | ...  | ...    | 67y             | 70y             | 67y             | 20                               | 18 <sup>z</sup> |
| Uganda                       | 3                     | 70  | 1                | 84              | ...                               | ...  | ...    | ...             | ...             | ...             | 25                               | 22              |
| United Republic of Tanzania  | ...                   | ... | 15               | 59              | ...                               | ...  | ...    | 17              | 10              | 22              | ...                              | 46              |
| Zambia                       | ...                   | ... | ...              | ...             | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | ...             |
| Zimbabwe                     | ...                   | ... | 20y              | 100y            | ...                               | ...  | ...    | ...             | ...             | ...             | ...                              | 23y             |

|                                  | Sum   | %F | Sum   | %F | Median |     |     |     |     |     | Weighted average |    |
|----------------------------------|-------|----|-------|----|--------|-----|-----|-----|-----|-----|------------------|----|
| World                            | 5 417 | 91 | 6 119 | 94 | ...    | ... | ... | ... | ... | ... | 21               | 22 |
| Countries in transition          | 967   | 98 | 927   | 98 | ...    | ... | ... | 84  | 90  | 84  | 7                | 8  |
| Developed countries              | 1 452 | 94 | 1 659 | 93 | ...    | ... | ... | ... | ... | ... | 17               | 15 |
| Developing countries             | 2 998 | 87 | 3 533 | 93 | ...    | ... | ... | ... | ... | ... | 27               | 28 |
| Arab States                      | 117   | 77 | 143   | 86 | ...    | ... | ... | 100 | ... | 100 | 21               | 20 |
| Central and Eastern Europe       | 1 102 | 99 | 1 034 | 99 | ...    | ... | ... | ... | ... | ... | 8                | 9  |
| Central Asia                     | 143   | 97 | 139   | 97 | ...    | ... | ... | 79  | ... | 79  | 10               | 11 |
| East Asia and the Pacific        | 1 430 | 94 | 1 432 | 96 | ...    | ... | ... | ... | ... | ... | 26               | 25 |
| East Asia                        | 1 404 | 94 | 1 402 | 96 | ...    | ... | ... | ... | ... | ... | 26               | 25 |
| Pacific                          | 26    | 94 | 30    | 93 | ...    | ... | ... | ... | ... | ... | 16               | 17 |
| Latin America and the Caribbean  | 748   | 96 | 894   | 96 | ...    | ... | ... | 70  | —   | 70  | 22               | 21 |
| Caribbean                        | 22    | 97 | 26    | 99 | 61     | 40  | 63  | 59  | ... | 59  | 31               | 31 |
| Latin America                    | 726   | 96 | 868   | 96 | ...    | ... | ... | ... | ... | ... | 22               | 21 |
| North America and Western Europe | 1 100 | 92 | 1 332 | 92 | ...    | ... | ... | ... | ... | ... | 17               | 15 |
| South and West Asia              | 601   | 69 | 882   | 93 | ...    | ... | ... | ... | ... | ... | 36               | 40 |
| Sub-Saharan Africa               | 177   | 69 | 263   | 74 | ...    | ... | ... | ... | ... | ... | 29               | 31 |

1. Data on trained teachers (defined according to national standards) are not collected for countries whose education statistics are gathered through the OECD, Eurostat or the World Education Indicators questionnaires.

2. Based on headcounts of pupils and teachers.  
Data in italic are UIS estimates.  
Data in bold are for the school year ending in 2006.

(z) Data are for the school year ending in 2004.  
(y) Data are for the school year ending in 2003.  
(\*) National estimates.

Table 10A

|     | PRIMARY EDUCATION     |                   |                   |     |                                   |      |                    |                    |                    |        |                                  | Country or territory         |      |
|-----|-----------------------|-------------------|-------------------|-----|-----------------------------------|------|--------------------|--------------------|--------------------|--------|----------------------------------|------------------------------|------|
|     | Teaching staff        |                   |                   |     | Trained teachers (%) <sup>1</sup> |      |                    |                    |                    |        | Pupil/teacher ratio <sup>2</sup> |                              |      |
|     | School year ending in |                   |                   |     | School year ending in             |      |                    |                    |                    |        | School year ending in            |                              |      |
|     | 1999                  |                   | 2005              |     | 1999                              |      |                    | 2005               |                    |        | 1999                             |                              | 2005 |
|     | Total (000)           | % F               | Total (000)       | % F | Total                             | Male | Female             | Total              | Male               | Female |                                  |                              |      |
| 5   | 42                    | 7                 | 45                | ... | ...                               | ...  | 62 <sup>z</sup>    | 57 <sup>z</sup>    | 68 <sup>z</sup>    | 61     | 83                               | Congo                        |      |
| 45  | 20                    | 48 <sup>*,y</sup> | 24 <sup>*,y</sup> | ... | ...                               | ...  | 100 <sup>*,y</sup> | 100 <sup>*,y</sup> | 100 <sup>*,y</sup> | 43     | 42 <sup>*,y</sup>                | Côte d'Ivoire                |      |
| 155 | 21                    | 163 <sup>y</sup>  | 26 <sup>y</sup>   | ... | ...                               | ...  | ...                | ...                | ...                | 26     | 34 <sup>y</sup>                  | Democratic Rep. of the Congo |      |
| 1   | 28                    | 2 <sup>y</sup>    | 30 <sup>y</sup>   | ... | ...                               | ...  | ...                | ...                | ...                | 57     | 32 <sup>y</sup>                  | Equatorial Guinea            |      |
| 6   | 35                    | 8                 | 40                | 73  | 75                                | 69   | 84                 | 92                 | 71                 | 47     | 48                               | Eritrea                      |      |
| 69  | 37                    | 121               | 45                | ... | ...                               | ...  | 97                 | 96                 | 98                 | 64     | 72                               | Ethiopia                     |      |
| 6   | 42                    | 8 <sup>z</sup>    | 45 <sup>z</sup>   | ... | ...                               | ...  | 100 <sup>y</sup>   | 100 <sup>y</sup>   | 100 <sup>y</sup>   | 44     | 36 <sup>z</sup>                  | Gabon                        |      |
| 5   | 29                    | 5 <sup>z</sup>    | 35 <sup>z</sup>   | 72  | 72                                | 72   | 58 <sup>z</sup>    | ...                | ...                | 33     | 35 <sup>z</sup>                  | Gambia                       |      |
| 80  | 32                    | 88                | 44                | 72  | 64                                | 89   | 56                 | ...                | ...                | 30     | 35                               | Ghana                        |      |
| 16  | 25                    | 27                | 24                | ... | ...                               | ...  | 68                 | 68                 | 68                 | 47     | 45                               | Guinea                       |      |
| 3   | 20                    | ...               | ...               | ... | ...                               | ...  | ...                | ...                | ...                | 44     | ...                              | Guinea-Bissau                |      |
| 148 | 42                    | 154               | 45                | ... | ...                               | ...  | 99 <sup>z</sup>    | 98 <sup>z</sup>    | 99 <sup>z</sup>    | 32     | 40                               | Kenya                        |      |
| 8   | 80                    | 10                | 78                | 78  | 68                                | 81   | 64                 | 46                 | 69                 | 44     | 42                               | Lesotho                      |      |
| 10  | 19                    | ...               | ...               | ... | ...                               | ...  | ...                | ...                | ...                | 39     | ...                              | Liberia                      |      |
| 43  | 58                    | 67                | 60                | ... | ...                               | ...  | 36                 | 30                 | 40                 | 47     | 54                               | Madagascar                   |      |
| ... | ...                   | ...               | ...               | ... | ...                               | ...  | ...                | ...                | ...                | ...    | ...                              | Malawi                       |      |
| 15* | 23*                   | 28                | 26                | ... | ...                               | ...  | ...                | ...                | ...                | 62*    | 54                               | Mali                         |      |
| 5   | 54                    | 6                 | 63                | 100 | 100                               | 100  | 100                | 100                | 100                | 26     | 22                               | Mauritius                    |      |
| 37  | 25                    | 59                | 30                | ... | ...                               | ...  | 60                 | 57                 | 67                 | 61     | 66                               | Mozambique                   |      |
| 12  | 67                    | 13                | 67                | 29  | 27                                | 30   | 92                 | 83                 | 97                 | 32     | 31                               | Namibia                      |      |
| 13  | 31                    | 24                | 37                | 98  | 98                                | 98   | 76 <sup>z</sup>    | 78 <sup>z</sup>    | 72 <sup>z</sup>    | 41     | 44                               | Niger                        |      |
| 440 | 47                    | 599               | 51                | ... | ...                               | ...  | 50                 | 39                 | 60                 | 47     | 37                               | Nigeria                      |      |
| 24  | 55                    | 28                | 57                | 49  | 52                                | 46   | 82 <sup>z</sup>    | 79 <sup>z</sup>    | 85 <sup>z</sup>    | 54     | 62                               | Rwanda                       |      |
| 0.7 | ...                   | 1.0               | 55                | ... | ...                               | ...  | ...                | ...                | ...                | 36     | 31                               | Sao Tome and Principe        |      |
| 21  | 23                    | 35                | 25                | ... | ...                               | ...  | 100                | 100                | 100                | 49     | 42                               | Senegal                      |      |
| 0.7 | 85                    | 0.7               | 85                | 82  | 76                                | 83   | 78 <sup>y</sup>    | 67 <sup>y</sup>    | 80 <sup>y</sup>    | 15     | 14                               | Seychelles                   |      |
| ... | ...                   | ...               | ...               | ... | ...                               | ...  | ...                | ...                | ...                | ...    | ...                              | Sierra Leone                 |      |
| ... | ...                   | ...               | ...               | ... | ...                               | ...  | ...                | ...                | ...                | ...    | ...                              | Somalia                      |      |
| 227 | 78                    | 209 <sup>z</sup>  | 76 <sup>z</sup>   | 62  | 65                                | 61   | 79 <sup>y</sup>    | 77 <sup>y</sup>    | 79 <sup>y</sup>    | 35     | 36 <sup>z</sup>                  | South Africa                 |      |
| 6   | 75                    | 7 <sup>z</sup>    | 73 <sup>z</sup>   | 91  | 89                                | 92   | 91 <sup>z</sup>    | 89 <sup>z</sup>    | 91 <sup>z</sup>    | 33     | 32 <sup>z</sup>                  | Swaziland                    |      |
| 23  | 13                    | 30                | 12                | ... | ...                               | ...  | 37                 | 37                 | 38                 | 41     | 34                               | Togo                         |      |
| ... | ...                   | 140               | 39                | ... | ...                               | ...  | 85                 | 84                 | 86                 | ...    | 52                               | Uganda                       |      |
| 104 | 45                    | 152               | 48                | ... | ...                               | ...  | 100                | 100                | 100                | 40     | 52                               | United Republic of Tanzania  |      |
| 33  | 49                    | 50                | 48                | 94  | 93                                | 95   | ...                | ...                | ...                | 47     | 51                               | Zambia                       |      |
| 60  | 47                    | 61 <sup>y</sup>   | 51 <sup>y</sup>   | ... | ...                               | ...  | ...                | ...                | ...                | 41     | 39 <sup>y</sup>                  | Zimbabwe                     |      |

|  | Sum    | %F | Sum    | %F | Median |     |     |     |     |     | Weighted average |    |                                  |
|--|--------|----|--------|----|--------|-----|-----|-----|-----|-----|------------------|----|----------------------------------|
|  | 25 724 | 58 | 27 048 | 62 | ...    | ... | ... | ... | ... | ... | 25               | 25 | World                            |
|  | 815    | 93 | 738    | 93 | ...    | ... | ... | 98  | ... | ... | 19               | 19 | Countries in transition          |
|  | 4 483  | 81 | 4 598  | 83 | ...    | ... | ... | ... | ... | ... | 16               | 15 | Developed countries              |
|  | 20 426 | 52 | 21 713 | 57 | ...    | ... | ... | ... | ... | ... | 27               | 28 | Developing countries             |
|  | 1 554  | 52 | 1 802  | 58 | ...    | ... | ... | 100 | 100 | 100 | 23               | 22 | Arab States                      |
|  | 1 363  | 82 | 1 247  | 81 | ...    | ... | ... | ... | ... | ... | 19               | 18 | Central and Eastern Europe       |
|  | 322    | 84 | 290    | 84 | ...    | ... | ... | 84  | ... | ... | 21               | 21 | Central Asia                     |
|  | 10 094 | 55 | 9 734  | 59 | ...    | ... | ... | ... | ... | ... | 22               | 20 | East Asia and the Pacific        |
|  | 9 934  | 55 | 9 554  | 59 | ...    | ... | ... | ... | ... | ... | 22               | 20 | East Asia                        |
|  | 160    | 70 | 180    | 72 | ...    | ... | ... | ... | ... | ... | 21               | 19 | Pacific                          |
|  | 2 684  | 76 | 2 971  | 77 | ...    | ... | ... | 82  | 73  | 83  | 26               | 23 | Latin America and the Caribbean  |
|  | 104    | 50 | 111    | 57 | 76     | 74  | 76  | 80  | 68  | 80  | 24               | 22 | Caribbean                        |
|  | 2 580  | 77 | 2 861  | 78 | ...    | ... | ... | ... | ... | ... | 26               | 23 | Latin America                    |
|  | 3 443  | 81 | 3 653  | 84 | ...    | ... | ... | ... | ... | ... | 15               | 14 | North America and Western Europe |
|  | 4 301  | 35 | 4 889  | 45 | ...    | ... | ... | 64  | 60  | 66  | 37               | 39 | South and West Asia              |
|  | 1 964  | 44 | 2 461  | 45 | ...    | ... | ... | 78  | 72  | 80  | 41               | 45 | Sub-Saharan Africa               |

Table 10B  
Teaching staff in secondary and tertiary education

| Country or territory              | SECONDARY EDUCATION   |     |                  |                 |                       |     |                 |                 |                       |     |                  |                 |                                   |                  |                  |
|-----------------------------------|-----------------------|-----|------------------|-----------------|-----------------------|-----|-----------------|-----------------|-----------------------|-----|------------------|-----------------|-----------------------------------|------------------|------------------|
|                                   | Teaching staff        |     |                  |                 |                       |     |                 |                 |                       |     |                  |                 | Trained teachers (%) <sup>1</sup> |                  |                  |
|                                   | Lower secondary       |     |                  |                 | Upper secondary       |     |                 |                 | Total secondary       |     |                  |                 | Total secondary                   |                  |                  |
|                                   | School year ending in |     |                  |                 | School year ending in |     |                 |                 | School year ending in |     |                  |                 | School year ending in             |                  |                  |
|                                   | 1999                  |     | 2005             |                 | 1999                  |     | 2005            |                 | 1999                  |     | 2005             |                 | 2005                              |                  |                  |
|                                   | Total (000)           | % F | Total (000)      | % F             | Total (000)           | % F | Total (000)     | % F             | Total (000)           | % F | Total (000)      | % F             | Total                             | Male             | Female           |
| <b>Arab States</b>                |                       |     |                  |                 |                       |     |                 |                 |                       |     |                  |                 |                                   |                  |                  |
| Algeria                           | ...                   | ... | 113 <sup>z</sup> | 51 <sup>z</sup> | ...                   | ... | 64 <sup>z</sup> | 46 <sup>z</sup> | ...                   | ... | 176 <sup>z</sup> | 49 <sup>z</sup> | ...                               | ...              | ...              |
| Bahrain                           | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | ...                   | ... | ...              | ...             | ...                               | ...              | ...              |
| Djibouti                          | 0.5                   | 24  | ...              | ...             | 0.2                   | 17  | ...             | ...             | 0.7                   | 22  | ...              | ...             | ...                               | ...              | ...              |
| Egypt                             | 207                   | 44  | 222              | 45              | 247                   | 38  | 270             | 38              | 454                   | 41  | 492              | 41              | ...                               | ...              | ...              |
| Iraq                              | 34                    | 77  | 61               | 59              | 23                    | 57  | 32              | 56              | 56                    | 69  | 93               | 58              | 100 <sup>z</sup>                  | 100 <sup>z</sup> | 100 <sup>z</sup> |
| Jordan                            | ...                   | ... | 22 <sup>y</sup>  | 62 <sup>y</sup> | 10                    | 48  | 12 <sup>y</sup> | 49 <sup>y</sup> | ...                   | ... | 34 <sup>y</sup>  | 58 <sup>y</sup> | ...                               | ...              | ...              |
| Kuwait                            | 11                    | 58  | 12               | 53              | 11                    | 53  | 12              | 53              | 22                    | 56  | 24               | 53              | 100                               | 100              | 100              |
| Lebanon                           | 27                    | 57  | 19               | 60              | 15                    | 42  | 22              | 44              | 42                    | 51  | 41               | 51              | ...                               | ...              | ...              |
| Libyan Arab Jamahiriya            | ...                   | ... | 79               | 82              | ...                   | ... | 73              | 71              | ...                   | ... | 152              | 77              | ...                               | ...              | ...              |
| Mauritania                        | 1                     | 11  | ...              | ...             | 1                     | 10  | ...             | ...             | 2                     | 10  | 3                | 13              | 100 <sup>z</sup>                  | 100 <sup>z</sup> | 100 <sup>z</sup> |
| Morocco                           | 53                    | 35  | 60 <sup>z</sup>  | 36 <sup>z</sup> | 35                    | 29  | 40 <sup>z</sup> | 29 <sup>z</sup> | 88                    | 33  | 100 <sup>z</sup> | 33 <sup>z</sup> | ...                               | ...              | ...              |
| Oman                              | 7                     | 48  | 12               | 54              | 5                     | 51  | 7               | 48              | 13                    | 50  | 19               | 52              | 100                               | 100              | 100              |
| Palestinian A. T.                 | 14                    | 49  | 20               | 51              | 3                     | 38  | 4               | ...             | 18                    | 48  | 25               | ...             | ...                               | ...              | ...              |
| Qatar                             | 2                     | 56  | 3                | 54              | 2                     | 57  | 2               | 58              | 4                     | 57  | 5                | 56              | ...                               | ...              | ...              |
| Saudi Arabia                      | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | ...                   | ... | ...              | ...             | ...                               | ...              | ...              |
| Sudan                             | ...                   | ... | 30               | 67              | 18                    | 47  | 34              | 46              | ...                   | ... | 64               | 56              | 80                                | 78               | 82               |
| Syrian Arab Republic              | ...                   | ... | ...              | ...             | ...                   | ... | 44              | 46              | 54                    | ... | ...              | ...             | ...                               | ...              | ...              |
| Tunisia                           | 27                    | 46  | ...              | ...             | 30                    | 35  | ...             | ...             | 56                    | 40  | 72               | 45              | ...                               | ...              | ...              |
| United Arab Emirates              | 8                     | 54  | 12               | 56              | 8                     | 55  | 10              | 53              | 16                    | 55  | 22               | 55              | 46                                | 47               | 46               |
| Yemen                             | 29                    | 20  | ...              | ...             | 19                    | 18  | ...             | ...             | 48                    | 19  | 56 <sup>y</sup>  | 21 <sup>y</sup> | ...                               | ...              | ...              |
| <b>Central and Eastern Europe</b> |                       |     |                  |                 |                       |     |                 |                 |                       |     |                  |                 |                                   |                  |                  |
| Albania                           | 16                    | 51  | ...              | ...             | 6                     | 54  | ...             | ...             | 22                    | 52  | 23 <sup>z</sup>  | 56 <sup>z</sup> | ...                               | ...              | ...              |
| Belarus                           | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | 107                   | 77  | 104              | 80              | ...                               | ...              | ...              |
| Bosnia and Herzegovina            | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | ...                   | ... | ...              | ...             | ...                               | ...              | ...              |
| Bulgaria                          | 27                    | 76  | 25               | 80              | 29                    | 70  | 32              | 75              | 56                    | 73  | 57               | 77              | ...                               | ...              | ...              |
| Croatia                           | 16                    | 67  | 17 <sup>y</sup>  | 69 <sup>y</sup> | 18                    | 62  | 20 <sup>y</sup> | 65 <sup>y</sup> | 33                    | 64  | 37 <sup>y</sup>  | 67 <sup>y</sup> | 100 <sup>y</sup>                  | 100 <sup>y</sup> | 100 <sup>y</sup> |
| Czech Republic <sup>3</sup>       | 31                    | 76  | 40               | 82              | 41                    | 52  | 53              | 56              | 72                    | 62  | 93               | 67              | ...                               | ...              | ...              |
| Estonia                           | 5                     | 85  | ...              | ...             | 6                     | 78  | ...             | ...             | 11                    | 81  | ...              | ...             | ...                               | ...              | ...              |
| Hungary                           | 47                    | 86  | 50               | 78              | 53                    | 59  | 47              | 64              | 100                   | 71  | 97               | 71              | ...                               | ...              | ...              |
| Latvia                            | 16                    | 83  | 15               | 85              | 9                     | 76  | 10              | 81              | 25                    | 80  | 25               | 83              | ...                               | ...              | ...              |
| Lithuania                         | 24                    | 81  | ...              | ...             | 12                    | 76  | ...             | ...             | 36                    | 79  | 43               | 81              | ...                               | ...              | ...              |
| Poland                            | ...                   | ... | 131              | 73              | ...                   | ... | 140             | 66              | ...                   | ... | 271              | 69              | ...                               | ...              | ...              |
| Republic of Moldova               | 25                    | 74  | 23               | 76              | 8                     | 68  | 8               | 73              | 33                    | 72  | 31               | 75              | ...                               | ...              | ...              |
| Romania                           | 104                   | 67  | 93               | 68              | 73                    | 60  | 68              | 64              | 177                   | 64  | 162              | 66              | ...                               | ...              | ...              |
| Russian Federation                | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | ...                   | ... | 1 306            | ...             | 93 <sup>y</sup>                   | ...              | ...              |
| Serbia and Montenegro             | 32                    | 60  | ...              | ...             | 27                    | 57  | ...             | ...             | 59                    | 58  | ...              | ...             | ...                               | ...              | ...              |
| Slovakia                          | 29                    | 77  | 27               | 76              | 25                    | 66  | 24              | 69              | 54                    | 72  | 51               | 73              | ...                               | ...              | ...              |
| Slovenia                          | 7                     | 77  | 8                | 78              | 9                     | 62  | 8               | 64              | 17                    | 69  | 16               | 71              | ...                               | ...              | ...              |
| TFYR Macedonia                    | 8                     | 46  | 9                | 51              | 5                     | 53  | 6               | 56              | 13                    | 49  | 15               | 53              | ...                               | ...              | ...              |
| Turkey                            | ...                   | ... | ...              | ...             | ...                   | ... | 136             | 41              | ...                   | ... | ...              | ...             | ...                               | ...              | ...              |
| Ukraine                           | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | 400                   | 76  | 349              | 79              | ...                               | ...              | ...              |
| <b>Central Asia</b>               |                       |     |                  |                 |                       |     |                 |                 |                       |     |                  |                 |                                   |                  |                  |
| Armenia                           | ...                   | ... | 26               | 80              | ...                   | ... | 10              | 85              | ...                   | ... | 36               | 81              | 77                                | 75               | 77               |
| Azerbaijan                        | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | 118                   | 63  | 128              | 65              | 100 <sup>y</sup>                  | 100 <sup>y</sup> | 100 <sup>y</sup> |
| Georgia                           | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | 58                    | 77  | 49 <sup>y</sup>  | 82 <sup>y</sup> | ...                               | ...              | ...              |
| Kazakhstan                        | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | ...                   | ... | 186              | 85              | ...                               | ...              | ...              |
| Kyrgyzstan                        | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | 48                    | 68  | 54               | 72              | 76                                | 74               | 77               |
| Mongolia                          | 8                     | 69  | 10               | 73              | 3                     | 67  | 5               | 71              | 11                    | 69  | 15               | 72              | ...                               | ...              | ...              |
| Tajikistan                        | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | 47                    | 42  | 60               | 45              | 92 <sup>z</sup>                   | ...              | ...              |
| Turkmenistan                      | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | ...                   | ... | ...              | ...             | ...                               | ...              | ...              |
| Uzbekistan                        | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | ...                   | ... | ...              | ...             | ...                               | ...              | ...              |
| <b>East Asia and the Pacific</b>  |                       |     |                  |                 |                       |     |                 |                 |                       |     |                  |                 |                                   |                  |                  |
| Australia                         | ...                   | ... | ...              | ...             | ...                   | ... | ...             | ...             | ...                   | ... | ...              | ...             | ...                               | ...              | ...              |
| Brunei Darussalam                 | 2*                    | 48* | 2*               | 58*             | 1*                    | 47* | 2*              | 58*             | 3                     | 48  | 4*               | 58*             | 85*                               | 84*              | 86*              |
| Cambodia                          | 14                    | 28  | 19 <sup>z</sup>  | 33 <sup>z</sup> | 4                     | 24  | 6 <sup>z</sup>  | 26 <sup>z</sup> | 18                    | 27  | 25 <sup>z</sup>  | 31 <sup>z</sup> | ...                               | ...              | ...              |
| China                             | 3 213                 | 41  | 3 661            | 46              | ...                   | ... | 2 444           | 43              | ...                   | ... | 6 105            | 45              | ...                               | ...              | ...              |

Table 10B

| SECONDARY EDUCATION              |                 |                       |                 |                       |                 |                       | TERTIARY EDUCATION |                 |                 |                             | Country or territory |
|----------------------------------|-----------------|-----------------------|-----------------|-----------------------|-----------------|-----------------------|--------------------|-----------------|-----------------|-----------------------------|----------------------|
| Pupil/teacher ratio <sup>2</sup> |                 |                       |                 |                       |                 | Teaching staff        |                    |                 |                 |                             |                      |
| Lower secondary                  |                 | Upper secondary       |                 | Total secondary       |                 | School year ending in |                    |                 |                 |                             |                      |
| School year ending in            |                 | School year ending in |                 | School year ending in |                 |                       |                    |                 |                 |                             |                      |
| 1999                             | 2005            | 1999                  | 2005            | 1999                  | 2005            | 1999                  |                    | 2005            |                 |                             |                      |
|                                  |                 |                       |                 |                       |                 | Total (000)           | % F                | Total (000)     | % F             |                             |                      |
| Arab States                      |                 |                       |                 |                       |                 |                       |                    |                 |                 |                             |                      |
| ...                              | 21 <sup>z</sup> | ...                   | 20 <sup>z</sup> | ...                   | 21 <sup>z</sup> | ...                   | ...                | 25              | 34              | Algeria                     |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | ...                   | ...                | 0.8             | 41              | Bahrain                     |                      |
| 26                               | ...             | 16                    | ...             | 23                    | ...             | 0.0                   | 30                 | 0.1             | 21              | Djibouti                    |                      |
| 22                               | 20              | 13                    | 14              | 17                    | 17              | ...                   | ...                | 81 <sup>z</sup> | ...             | Egypt                       |                      |
| 22                               | 19              | 16                    | 19              | 20                    | 19              | 12                    | 31                 | 19              | 35              | Iraq                        |                      |
| ...                              | 20 <sup>y</sup> | 17                    | 14 <sup>y</sup> | ...                   | 18 <sup>y</sup> | ...                   | ...                | 8               | 21              | Jordan                      |                      |
| 12                               | 12              | 9                     | 9               | 11                    | 10              | 2                     | ...                | 2               | 27              | Kuwait                      |                      |
| 9                                | 11              | 8                     | 7               | 9                     | 9               | 9                     | 28                 | 21              | 37              | Lebanon                     |                      |
| ...                              | 5               | ...                   | 5               | ...                   | 5               | 12                    | 13                 | 16 <sup>y</sup> | ...             | Libyan Arab Jamahiriya      |                      |
| 28                               | ...             | 24                    | ...             | 26                    | 31              | ...                   | ...                | 0.4             | 4               | Mauritania                  |                      |
| 19                               | 20 <sup>z</sup> | 14                    | 17 <sup>z</sup> | 17                    | 19 <sup>z</sup> | 16                    | 23                 | 19              | 24              | Morocco                     |                      |
| 19                               | 13              | 16                    | 20              | 18                    | 16              | ...                   | ...                | 3               | 29              | Oman                        |                      |
| 26                               | 28              | 19                    | 29              | 24                    | 28              | 3                     | 13                 | 5               | 15              | Palestinian A. T.           |                      |
| 13                               | 11              | 8                     | 13              | 10                    | 12              | 0.7                   | 32                 | 0.7             | 32              | Qatar                       |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | 20                    | 36                 | 27              | 33              | Saudi Arabia                |                      |
| ...                              | 26              | 22                    | 18              | ...                   | 22              | 4                     | 23                 | ...             | ...             | Sudan                       |                      |
| ...                              | ...             | ...                   | 10              | 19                    | ...             | ...                   | ...                | ...             | ...             | Syrian Arab Republic        |                      |
| 23                               | ...             | 15                    | ...             | 19                    | 17              | 6                     | 41                 | 17              | 40              | Tunisia                     |                      |
| 14                               | 15              | 10                    | 11              | 12                    | 13              | ...                   | ...                | ...             | ...             | United Arab Emirates        |                      |
| 22                               | ...             | 21                    | ...             | 22                    | 25 <sup>y</sup> | 5                     | 1                  | 6               | 16              | Yemen                       |                      |
| Central and Eastern Europe       |                 |                       |                 |                       |                 |                       |                    |                 |                 |                             |                      |
| 16                               | ...             | 17                    | ...             | 16                    | 18 <sup>z</sup> | 2                     | 36                 | 2 <sup>z</sup>  | 41 <sup>z</sup> | Albania                     |                      |
| ...                              | ...             | ...                   | ...             | 9                     | 9               | 30                    | 51                 | 42              | 56              | Belarus                     |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | ...                   | ...                | ...             | ...             | Bosnia and Herzegovina      |                      |
| 13                               | 12              | 12                    | 12              | 13                    | 12              | 24                    | 41                 | 21              | 45              | Bulgaria                    |                      |
| 14                               | 12 <sup>y</sup> | 11                    | 10 <sup>y</sup> | 12                    | 11 <sup>y</sup> | 7                     | 35                 | 8 <sup>y</sup>  | 37 <sup>y</sup> | Croatia                     |                      |
| 17                               | 12              | 9                     | 9               | 13                    | 10              | 19                    | 38                 | 24              | 40              | Czech Republic <sup>3</sup> |                      |
| 11                               | ...             | 10                    | ...             | 10                    | ...             | 6                     | 49                 | 7               | 49              | Estonia                     |                      |
| 11                               | 10              | 9                     | 10              | 10                    | 10              | 21                    | 38                 | 25              | 39              | Hungary                     |                      |
| 10                               | 11              | 10                    | 11              | 10                    | 11              | 6                     | 52                 | 6               | 58              | Latvia                      |                      |
| 11                               | ...             | 11                    | ...             | 11                    | 10              | 15                    | 50                 | 13              | 53              | Lithuania                   |                      |
| ...                              | 13              | ...                   | 13              | ...                   | 13              | 76                    | ...                | 95              | 41              | Poland                      |                      |
| 13                               | 12              | 12                    | 13              | 13                    | 12              | 7                     | 50                 | 6               | 54              | Republic of Moldova         |                      |
| 12                               | 11              | 13                    | 16              | 13                    | 13              | 26                    | 37                 | 31              | 43              | Romania                     |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 10              | ...                   | ...                | 625             | 54              | Russian Federation          |                      |
| 14                               | ...             | 13                    | ...             | 14                    | ...             | 13                    | 36                 | ...             | ...             | Serbia and Montenegro       |                      |
| 13                               | 13              | 12                    | 13              | 13                    | 13              | 11                    | 38                 | 13              | 42              | Slovakia                    |                      |
| 14                               | 10              | 13                    | 12              | 13                    | 11              | 2                     | 21                 | 4               | 33              | Slovenia                    |                      |
| 16                               | 14              | 16                    | 16              | 16                    | 15              | 3                     | 42                 | 3               | 44              | TFYR Macedonia              |                      |
| ...                              | ...             | ...                   | 20              | ...                   | ...             | 60                    | 35                 | 82              | 38              | Turkey                      |                      |
| ...                              | ...             | ...                   | ...             | 13                    | 12              | 133                   | ...                | 187             | ...             | Ukraine                     |                      |
| Central Asia                     |                 |                       |                 |                       |                 |                       |                    |                 |                 |                             |                      |
| ...                              | 10              | ...                   | 10              | ...                   | 10              | 9                     | 42                 | 12              | 46              | Armenia                     |                      |
| ...                              | ...             | ...                   | ...             | 8                     | 8               | 13                    | 36                 | 15              | 42              | Azerbaijan                  |                      |
| ...                              | ...             | ...                   | ...             | 8                     | 9 <sup>y</sup>  | 14                    | 49                 | 13              | 46              | Georgia                     |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 11              | 27                    | 58                 | 42              | 61              | Kazakhstan                  |                      |
| ...                              | ...             | ...                   | ...             | 13                    | 13              | 8                     | 32                 | 13              | 54              | Kyrgyzstan                  |                      |
| 19                               | 23              | 17                    | 21              | 19                    | 22              | 6                     | 47                 | 8               | 55              | Mongolia                    |                      |
| ...                              | ...             | ...                   | ...             | 16                    | 16              | 6                     | 29                 | 7               | 32              | Tajikistan                  |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | ...                   | ...                | ...             | ...             | Turkmenistan                |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | ...                   | ...                | 25 <sup>z</sup> | 38 <sup>z</sup> | Uzbekistan                  |                      |
| East Asia and the Pacific        |                 |                       |                 |                       |                 |                       |                    |                 |                 |                             |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | ...                   | ...                | ...             | ...             | Australia                   |                      |
| 12*                              | 10*             | 10*                   | 10*             | 11                    | 10*             | 0.5                   | 32                 | 0.6             | 39              | Brunei Darussalam           |                      |
| 16                               | 25 <sup>z</sup> | 21                    | 26 <sup>z</sup> | 18                    | 25 <sup>z</sup> | 1                     | 19                 | 2               | 16              | Cambodia                    |                      |
| 17                               | 17              | ...                   | 16              | ...                   | 17              | 504                   | ...                | 1 332           | 51              | China                       |                      |



Table 10B (continued)

| Country or territory            | SECONDARY EDUCATION   |     |                  |                 |                       |     |                  |                 |                       |     |                    |                  |                                   |                   |                   |
|---------------------------------|-----------------------|-----|------------------|-----------------|-----------------------|-----|------------------|-----------------|-----------------------|-----|--------------------|------------------|-----------------------------------|-------------------|-------------------|
|                                 | Teaching staff        |     |                  |                 |                       |     |                  |                 |                       |     |                    |                  | Trained teachers (%) <sup>1</sup> |                   |                   |
|                                 | Lower secondary       |     |                  |                 | Upper secondary       |     |                  |                 | Total secondary       |     |                    |                  | Total secondary                   |                   |                   |
|                                 | School year ending in |     |                  |                 | School year ending in |     |                  |                 | School year ending in |     |                    |                  | School year ending in             |                   |                   |
|                                 | 1999                  |     | 2005             |                 | 1999                  |     | 2005             |                 | 1999                  |     | 2005               |                  | 2005                              |                   |                   |
|                                 | Total (000)           | % F | Total (000)      | % F             | Total (000)           | % F | Total (000)      | % F             | Total (000)           | % F | Total (000)        | % F              | Total                             | Male              | Female            |
| Cook Islands                    | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                   | ... | 0.1 <sup>y</sup>   | ...              | ...                               | ...               | ...               |
| DPR Korea                       | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                   | ... | ...                | ...              | ...                               | ...               | ...               |
| Fiji                            | ...                   | ... | 3 <sup>z</sup>   | 50 <sup>z</sup> | ...                   | ... | 1.5 <sup>z</sup> | 50 <sup>z</sup> | ...                   | ... | 5 <sup>z</sup>     | 50 <sup>z</sup>  | ...                               | ...               | ...               |
| Indonesia                       | ...                   | ... | 751              | 43              | ...                   | ... | 603              | 44              | ...                   | ... | 1 354              | 43               | ...                               | ...               | ...               |
| Japan                           | 268                   | ... | 258              | ...             | 362                   | ... | 352              | ...             | 630                   | ... | 610                | ...              | ...                               | ...               | ...               |
| Kiribati                        | 0.2                   | 59  | 0.3              | 52              | 0.3                   | 38  | 0.3              | 42              | 0.5                   | 46  | 0.7                | 47               | ...                               | ...               | ...               |
| Lao PDR                         | 9                     | 40  | 11               | 41              | 3.2                   | 40  | 5                | 44              | 12                    | 40  | 16                 | 42               | 91                                | 89                | 92                |
| Macao, China                    | 0.9                   | 59  | 1                | 63              | 0.5                   | 49  | 0.9              | 52              | 1                     | 56  | 2                  | 58               | 67                                | 53                | 76                |
| Malaysia                        | 76                    | 65  | 87 <sup>z</sup>  | 64 <sup>z</sup> | ...                   | ... | 56 <sup>z</sup>  | 64 <sup>z</sup> | ...                   | ... | 143 <sup>z</sup>   | 64 <sup>z</sup>  | ...                               | ...               | ...               |
| Marshall Islands                | 0.1                   | ... | 0.2 <sup>y</sup> | 35 <sup>y</sup> | 0.2                   | ... | 0.2 <sup>y</sup> | 42 <sup>y</sup> | 0.3                   | ... | 0.4 <sup>y</sup>   | 39 <sup>y</sup>  | ...                               | ...               | ...               |
| Micronesia                      | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                   | ... | ...                | ...              | ...                               | ...               | ...               |
| Myanmar                         | 54                    | 77  | 58               | 84              | 14                    | 73  | 20               | 78              | 68                    | 76  | 78                 | 82               | 84                                | 84                | 84                |
| Nauru                           | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                   | ... | 0.03 <sup>z</sup>  | 53 <sup>z</sup>  | ...                               | ...               | ...               |
| New Zealand                     | 13                    | 63  | 17               | 65              | 15                    | 54  | 19               | 57              | 28                    | 58  | 36                 | 61               | ...                               | ...               | ...               |
| Niue                            | 0.02                  | 43  | ...              | ...             | 0.00                  | 50  | ...              | ...             | 0.03                  | 44  | 0.03 <sup>z</sup>  | 68 <sup>z</sup>  | ...                               | ...               | ...               |
| Palau                           | 0.1                   | 54  | ...              | ...             | 0.1                   | 49  | ...              | ...             | 0.2                   | 51  | ...                | ...              | ...                               | ...               | ...               |
| Papua New Guinea                | 6                     | 35  | ...              | ...             | 0.6                   | 30  | ...              | ...             | 7                     | 34  | 8 <sup>y</sup>     | 37 <sup>y</sup>  | ...                               | ...               | ...               |
| Philippines                     | 100                   | 76  | 117              | 76              | 50                    | 76  | 51               | 77              | 150                   | 76  | 168                | 76               | ...                               | ...               | ...               |
| Republic of Korea               | 90                    | 54  | 98               | 64              | 102                   | 27  | 112              | 39              | 192                   | 40  | 210                | 51               | ...                               | ...               | ...               |
| Samoa                           | 0.3                   | 76  | 0.4 <sup>z</sup> | 74 <sup>z</sup> | 0.8                   | 49  | 0.8 <sup>z</sup> | 53 <sup>z</sup> | 1                     | 57  | 1 <sup>z</sup>     | 60 <sup>z</sup>  | ...                               | ...               | ...               |
| Singapore                       | 9                     | 65  | 11               | 67              | 2                     | 60  | 3                | 58              | 11                    | 64  | 14                 | 65               | ...                               | ...               | ...               |
| Solomon Islands                 | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | 1                     | 33  | ...                | ...              | ...                               | ...               | ...               |
| Thailand                        | 136                   | 58  | 109              | 55              | 106                   | 62  | 84               | 53              | 242                   | 60  | 194                | 54               | ...                               | ...               | ...               |
| Timor-Leste                     | ...                   | ... | 1.8              | 26              | ...                   | ... | 1                | 24              | ...                   | ... | 3.2                | 25               | ...                               | ...               | ...               |
| Tokelau                         | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                   | ... | 0.03 <sup>z</sup>  | 100 <sup>z</sup> | ...                               | ...               | ...               |
| Tonga                           | 0.7                   | 49  | ...              | ...             | 0.3                   | 48  | ...              | ...             | 1                     | 48  | ...                | ...              | ...                               | ...               | ...               |
| Tuvalu                          | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                   | ... | ...                | ...              | ...                               | ...               | ...               |
| Vanuatu                         | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | 0.4                   | 47  | ...                | ...              | ...                               | ...               | ...               |
| Viet Nam                        | 194                   | 70  | 295              | 68              | 64                    | 51  | 121              | 53              | 258                   | 65  | 416                | 64               | 94                                | ...               | ...               |
| Latin America and the Caribbean |                       |     |                  |                 |                       |     |                  |                 |                       |     |                    |                  |                                   |                   |                   |
| Anguilla                        | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | 0.1                   | 63  | 0.08               | 62               | 83                                | 81                | 84                |
| Antigua and Barbuda             | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                   | ... | ...                | ...              | ...                               | ...               | ...               |
| Argentina                       | 171                   | 73  | 110 <sup>y</sup> | 67 <sup>y</sup> | ...                   | ... | 92 <sup>y</sup>  | 64 <sup>y</sup> | ...                   | ... | 202 <sup>y</sup>   | 66 <sup>y</sup>  | ...                               | ...               | ...               |
| Aruba                           | 0.2                   | 49  | 0.2              | 52              | 0.2                   | 49  | 0.3              | 52              | 0.4                   | 49  | 0.5                | 52               | 92                                | 91                | 92                |
| Bahamas                         | 0.6                   | 73  | 1                | 77              | 0.6                   | 75  | 1                | 69              | 1                     | 74  | 2                  | 73               | 91                                | 90                | 91                |
| Barbados                        | 0.7                   | 58  | 0.8              | 57              | 0.5                   | 58  | 0.6              | 57              | 1                     | 58  | 1                  | 57               | 60                                | 60                | 60                |
| Belize                          | 0.7                   | 63  | 1.3              | 64              | 0.2                   | 60  | 0.4              | 63              | 0.9                   | 62  | 2                  | 64               | 43 <sup>z</sup>                   | 25 <sup>z</sup>   | 53 <sup>z</sup>   |
| Bermuda                         | ...                   | ... | 0.3              | 69              | ...                   | ... | 0.4              | 65              | ...                   | ... | 0.7                | 67               | 100                               | 100               | 100               |
| Bolivia                         | 14                    | 59  | 19 <sup>y</sup>  | 61 <sup>y</sup> | 24.5                  | 48  | 25 <sup>y</sup>  | 47 <sup>y</sup> | 39                    | 52  | 44 <sup>y</sup>    | 53 <sup>y</sup>  | ...                               | ...               | ...               |
| Brazil                          | 703                   | 84  | 945 <sup>z</sup> | 87 <sup>z</sup> | 401                   | 70  | 625 <sup>z</sup> | 70 <sup>z</sup> | 1 104                 | 79  | 1 571 <sup>z</sup> | 80 <sup>z</sup>  | ...                               | ...               | ...               |
| British Virgin Islands          | 0.2                   | 64  | 0.1              | 67              | 0.0                   | 57  | 0.1              | 68              | 0.2                   | 63  | 0.2                | 67               | 70                                | 70                | 71                |
| Cayman Islands                  | 0.1                   | 52  | 0.1              | 61              | 0.1                   | 41  | 0.1              | 44              | 0.2                   | 46  | 0.3                | 52               | 100                               | 99                | 100               |
| Chile                           | 16                    | 78  | 23               | 78              | 29                    | 54  | 43               | 54              | 45                    | 62  | 66                 | 63               | ...                               | ...               | ...               |
| Colombia                        | 138                   | 50  | ...              | ...             | 48                    | 50  | ...              | ...             | 187                   | 50  | 164                | 52               | ...                               | ...               | ...               |
| Costa Rica                      | 9                     | 51  | 11 <sup>y</sup>  | 54 <sup>y</sup> | 4                     | 54  | 5 <sup>y</sup>   | 55 <sup>y</sup> | 13                    | 52  | 16 <sup>y</sup>    | 54 <sup>y</sup>  | ...                               | ...               | ...               |
| Cuba                            | 40                    | 68  | 46               | 64              | 25                    | 49  | 38               | 46              | 65                    | 60  | 85                 | 55               | 79 <sup>z</sup>                   | 79 <sup>z</sup>   | 78 <sup>z</sup>   |
| Dominica                        | 0.3                   | 68  | 0.4              | 57              | 0.1                   | 67  | 0.1              | 62              | 0.4                   | 68  | 0.5                | 58               | 31                                | 27                | 34                |
| Dominican Republic              | ...                   | ... | 12               | 76              | 14                    | 47  | 18               | 52              | ...                   | ... | 31                 | 62               | 85                                | 77                | 90                |
| Ecuador                         | 31                    | 49  | 44               | 50              | 23                    | 50  | 31               | 48              | 54                    | 50  | 75                 | 49               | 69 <sup>*,z</sup>                 | 63 <sup>*,z</sup> | 76 <sup>*,z</sup> |
| El Salvador                     | ...                   | ... | 13               | 53              | ...                   | ... | 8                | 44              | ...                   | ... | 21                 | 49               | 100                               | 100               | 100               |
| Grenada                         | ...                   | ... | 0.6              | 60              | ...                   | ... | 0.3              | 57              | ...                   | ... | 0.9                | 59               | 35                                | 39                | 33                |
| Guatemala                       | 20                    | ... | 30               | ...             | 13                    | ... | 18               | ...             | 33                    | ... | 48                 | ...              | ...                               | ...               | ...               |
| Guyana                          | 3                     | 63  | 3                | 64              | 0.9                   | 63  | 1                | 63              | 4                     | 63  | 4                  | 63               | 55                                | 46                | 60                |
| Haiti                           | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                   | ... | ...                | ...              | ...                               | ...               | ...               |
| Honduras                        | ...                   | ... | 11               | 56              | ...                   | ... | 5                | 52              | ...                   | ... | 17                 | 55               | 64 <sup>z</sup>                   | 59 <sup>z</sup>   | 69 <sup>z</sup>   |
| Jamaica                         | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                   | ... | 12                 | 68               | ...                               | ...               | ...               |
| Mexico                          | 321                   | 46  | 357              | 49              | 198                   | 40  | 237              | 43              | 519                   | 44  | 593                | 47               | ...                               | ...               | ...               |
| Montserrat                      | 0.02                  | 63  | 0.02             | 65              | 0.01                  | 60  | 0.01             | 67              | 0.03                  | 62  | 0.03               | 65               | 50                                | 11                | 71                |
| Netherlands Antilles            | 0.7                   | 46  | 0.8 <sup>y</sup> | 58 <sup>y</sup> | 0.4                   | 66  | 0.4 <sup>y</sup> | 49 <sup>y</sup> | 1                     | 53  | 1.2 <sup>y</sup>   | 55 <sup>y</sup>  | ...                               | ...               | ...               |
| Nicaragua                       | 7*                    | 56* | 9                | 56              | 3.2*                  | 56* | 4                | 59              | 10*                   | 56* | 13                 | 57               | 53                                | 44                | 59                |

Table 10B

| SECONDARY EDUCATION              |                 |                       |                 |                       |                 |                       | TERTIARY EDUCATION |                   |                 |                        | Country or territory |
|----------------------------------|-----------------|-----------------------|-----------------|-----------------------|-----------------|-----------------------|--------------------|-------------------|-----------------|------------------------|----------------------|
| Pupil/teacher ratio <sup>2</sup> |                 |                       |                 |                       |                 | Teaching staff        |                    |                   |                 |                        |                      |
| Lower secondary                  |                 | Upper secondary       |                 | Total secondary       |                 | School year ending in |                    |                   |                 |                        |                      |
| School year ending in            |                 | School year ending in |                 | School year ending in |                 | School year ending in |                    |                   |                 |                        |                      |
| 1999                             | 2005            | 1999                  | 2005            | 1999                  | 2005            | 1999                  |                    | 2005              |                 |                        |                      |
|                                  |                 |                       |                 |                       |                 | Total (000)           | % F                | Total (000)       | % F             |                        |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 15 <sup>Y</sup> | .                     | .                  | .                 | .               | Cook Islands           |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | ...                   | ...                | ...               | ...             | DPR Korea              |                      |
| ...                              | 22 <sup>Z</sup> | ...                   | 22 <sup>Z</sup> | ...                   | 22 <sup>Z</sup> | ...                   | ...                | ...               | ...             | Fiji                   |                      |
| ...                              | 13              | ...                   | 10              | ...                   | 12              | ...                   | ...                | 271               | 39              | Indonesia              |                      |
| 16                               | 14              | 13                    | 11              | 14                    | 13              | 465                   | ...                | 497               | 17              | Japan                  |                      |
| 21                               | 21              | 19                    | 13              | 20                    | 17              | .                     | .                  | .                 | .               | Kiribati               |                      |
| 20                               | 23              | 22                    | 28              | 20                    | 25              | 1                     | 31                 | 2                 | 31              | Lao PDR                |                      |
| 24                               | 23              | 21                    | 21              | 23                    | 22              | 0.7                   | ...                | 2                 | 32              | Macao, China           |                      |
| 18                               | 17 <sup>Z</sup> | ...                   | 20 <sup>Z</sup> | ...                   | 18 <sup>Z</sup> | ...                   | ...                | 42 <sup>Z</sup>   | 47 <sup>Z</sup> | Malaysia               |                      |
| 28                               | 17 <sup>Y</sup> | 18                    | 17 <sup>Y</sup> | 22                    | 17 <sup>Y</sup> | ...                   | ...                | 0.05 <sup>Y</sup> | 51 <sup>Y</sup> | Marshall Islands       |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | 0.1                   | ...                | ...               | ...             | Micronesia             |                      |
| 28                               | 33              | 38                    | 33              | 30                    | 33              | 9                     | 76                 | ...               | ...             | Myanmar                |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 19 <sup>Z</sup> | .                     | .                  | .                 | .               | Nauru                  |                      |
| 18                               | 15              | 13                    | 14              | 15                    | 15              | 11                    | 43                 | 15                | 50              | New Zealand            |                      |
| 6                                | ...             | 21                    | ...             | 11                    | 8 <sup>Z</sup>  | .                     | .                  | .                 | .               | Niue                   |                      |
| 14                               | ...             | 12                    | ...             | 13                    | ...             | ...                   | ...                | ...               | ...             | Palau                  |                      |
| 22                               | ...             | 15                    | ...             | 21                    | 23 <sup>Y</sup> | 1                     | 20                 | ...               | ...             | Papua New Guinea       |                      |
| 41                               | 42              | 21                    | 28              | 34                    | 38              | 94                    | ...                | 113               | 56              | Philippines            |                      |
| 22                               | 21              | 23                    | 16              | 23                    | 18              | 127                   | 25                 | 191               | 31              | Republic of Korea      |                      |
| 26                               | 25 <sup>Z</sup> | 17                    | 19 <sup>Z</sup> | 20                    | 21 <sup>Z</sup> | 0.2                   | 41                 | ...               | ...             | Samoa                  |                      |
| 19                               | 19              | 14                    | 11              | 18                    | 17              | ...                   | ...                | ...               | ...             | Singapore              |                      |
| ...                              | ...             | ...                   | ...             | 13                    | ...             | .                     | .                  | .                 | .               | Solomon Islands        |                      |
| ...                              | 25              | ...                   | 21              | ...                   | 23              | 50                    | 53                 | 70                | ...             | Thailand               |                      |
| ...                              | 28              | ...                   | 18              | ...                   | 24              | ...                   | ...                | ...               | ...             | Timor-Leste            |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 7 <sup>Z</sup>  | .                     | .                  | .                 | .               | Tokelau                |                      |
| 15                               | ...             | 13                    | ...             | 15                    | ...             | 0.1                   | 21                 | ...               | ...             | Tonga                  |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | .                     | .                  | .                 | .               | Tuvalu                 |                      |
| ...                              | ...             | ...                   | ...             | 23                    | ...             | ...                   | ...                | ...               | ...             | Vanuatu                |                      |
| 29                               | 23              | 29                    | 27              | 29                    | 24              | 28                    | 37                 | 48                | 40              | Viet Nam               |                      |
| Latin America and the Caribbean  |                 |                       |                 |                       |                 |                       |                    |                   |                 |                        |                      |
| ...                              | ...             | ...                   | ...             | 15                    | 12              | .                     | .                  | 0.02              | 54              | Anguilla               |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | .                     | .                  | . <sup>Z</sup>    | . <sup>Z</sup>  | Antigua and Barbuda    |                      |
| 13                               | 19 <sup>Y</sup> | ...                   | 16 <sup>Y</sup> | ...                   | 17 <sup>Y</sup> | 102                   | 54                 | 131 <sup>Y</sup>  | 50 <sup>Y</sup> | Argentina              |                      |
| 16                               | 14              | 16                    | 14              | 16                    | 14              | 0.2                   | 43                 | 0.2               | 45              | Aruba                  |                      |
| 23                               | 17              | 23                    | 11              | 23                    | 14              | .                     | .                  | . <sup>Z</sup>    | . <sup>Z</sup>  | Bahamas                |                      |
| 18                               | 16              | 18                    | 16              | 18                    | 16              | 0.6                   | 41                 | ...               | ...             | Barbados               |                      |
| 24                               | 19              | 23                    | 16              | 24                    | 19              | ...                   | ...                | 0.1               | 49              | Belize                 |                      |
| ...                              | 7               | ...                   | 7               | ...                   | 7               | ...                   | ...                | ...               | ...             | Bermuda                |                      |
| 24                               | 24 <sup>Y</sup> | 20                    | 24 <sup>Y</sup> | 21                    | 24 <sup>Y</sup> | 13                    | ...                | 18 <sup>Z</sup>   | ...             | Bolivia                |                      |
| 23                               | 16 <sup>Z</sup> | 21                    | 16 <sup>Z</sup> | 23                    | 16 <sup>Z</sup> | 174                   | 41                 | 314 <sup>Z</sup>  | 44 <sup>Z</sup> | Brazil                 |                      |
| 6                                | 10              | 10                    | 8               | 7                     | 9               | 0.1                   | 49                 | 0.1               | 55              | British Virgin Islands |                      |
| 11                               | 12              | 7                     | 9               | 9                     | 10              | 0.0                   | 42                 | ...               | ...             | Cayman Islands         |                      |
| 32                               | 26              | 27                    | 24              | 29                    | 25              | ...                   | ...                | ...               | ...             | Chile                  |                      |
| 19                               | ...             | 20                    | ...             | 19                    | 26              | 86                    | 34                 | 94                | 34              | Colombia               |                      |
| 18                               | 19 <sup>Y</sup> | 18                    | 18 <sup>Y</sup> | 18                    | 19 <sup>Y</sup> | ...                   | ...                | 4 <sup>Y</sup>    | ...             | Costa Rica             |                      |
| 12                               | 11              | 10                    | 12              | 11                    | 11              | 24                    | 48                 | 91                | 59              | Cuba                   |                      |
| 21                               | 15              | 15                    | 16              | 19                    | 15              | .                     | .                  | .                 | .               | Dominica               |                      |
| ...                              | 26              | 28                    | 27              | ...                   | 26              | ...                   | ...                | 11 <sup>Z</sup>   | 41 <sup>Z</sup> | Dominican Republic     |                      |
| 17                               | 13              | 17                    | 14              | 17                    | 13              | ...                   | ...                | ...               | ...             | Ecuador                |                      |
| ...                              | 25              | ...                   | 24              | ...                   | 25              | 7                     | 32                 | 8                 | 34              | El Salvador            |                      |
| ...                              | 14              | ...                   | 18*             | ...                   | 15*             | .                     | .                  | .                 | .               | Grenada                |                      |
| 15                               | 17              | 11                    | 14              | 13                    | 16              | ...                   | ...                | 4 <sup>Y</sup>    | ...             | Guatemala              |                      |
| 19                               | 18              | 19                    | 18              | 19                    | 18              | ...                   | ...                | 0.6               | 44              | Guyana                 |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | ...                   | ...                | ...               | ...             | Haiti                  |                      |
| ...                              | 28              | ...                   | 45              | ...                   | 33              | ...                   | ...                | 7 <sup>Z</sup>    | 38 <sup>Z</sup> | Honduras               |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 20              | ...                   | ...                | 2 <sup>Y</sup>    | 60 <sup>Y</sup> | Jamaica                |                      |
| 18                               | 20              | 14                    | 15              | 17                    | 18              | 192                   | ...                | 251               | ...             | Mexico                 |                      |
| 11                               | 11              | 10                    | 12              | 10                    | 11              | .                     | .                  | .                 | .               | Montserrat             |                      |
| 12                               | 9 <sup>Y</sup>  | 21                    | 19 <sup>Y</sup> | 15                    | 13 <sup>Y</sup> | 0.2                   | 42                 | ...               | ...             | Netherlands Antilles   |                      |
| 31*                              | 35              | 31                    | 32              | 31                    | 34              | ...                   | ...                | 7 <sup>Y</sup>    | 46 <sup>Y</sup> | Nicaragua              |                      |

Table 10B (continued)

| Country or territory             | SECONDARY EDUCATION   |     |                    |                   |                       |     |                    |                   |                       |     |                    |                   |                                   |                 |                 |
|----------------------------------|-----------------------|-----|--------------------|-------------------|-----------------------|-----|--------------------|-------------------|-----------------------|-----|--------------------|-------------------|-----------------------------------|-----------------|-----------------|
|                                  | Teaching staff        |     |                    |                   |                       |     |                    |                   |                       |     |                    |                   | Trained teachers (%) <sup>1</sup> |                 |                 |
|                                  | Lower secondary       |     |                    |                   | Upper secondary       |     |                    |                   | Total secondary       |     |                    |                   | Total secondary                   |                 |                 |
|                                  | School year ending in |     |                    |                   | School year ending in |     |                    |                   | School year ending in |     |                    |                   | School year ending in             |                 |                 |
|                                  | 1999                  |     | 2005               |                   | 1999                  |     | 2005               |                   | 1999                  |     | 2005               |                   | 2005                              |                 |                 |
|                                  | Total (000)           | % F | Total (000)        | % F               | Total (000)           | % F | Total (000)        | % F               | Total (000)           | % F | Total (000)        | % F               | Total                             | Male            | Female          |
| Panama                           | 8                     | 55  | 10                 | 60                | 6                     | 55  | 7                  | 54                | 14                    | 55  | 16                 | 57                | 83                                | 79              | 86              |
| Paraguay                         | ...                   | ... | 20 <sup>Y</sup>    | 64 <sup>Y</sup>   | ...                   | ... | 23 <sup>Y</sup>    | 61 <sup>Y</sup>   | ...                   | ... | 43 <sup>Y</sup>    | 62 <sup>Y</sup>   | ...                               | ...             | ...             |
| Peru                             | ...                   | ... | 161                | 44                | ...                   | ... | ...                | ...               | ...                   | ... | 161                | 44                | ...                               | ...             | ...             |
| Saint Kitts and Nevis            | ...                   | ... | 0.2                | 60                | ...                   | ... | 0.2                | 60                | ...                   | ... | 0.4                | 60                | 39                                | 47              | 33              |
| Saint Lucia                      | 0.4                   | 65  | 0.5                | 63                | 0.3                   | 62  | 0.3                | 63                | 0.7                   | 64  | 0.8                | 63                | 58                                | 52              | 61              |
| St Vincent/Grenad.               | ...                   | ... | 0.4                | 57                | ...                   | ... | 0.2                | 60                | ...                   | ... | 0.5                | 58                | 55                                | 58              | 53              |
| Suriname                         | ...                   | ... | 2                  | 67                | ...                   | ... | 1                  | 56                | ...                   | ... | 3                  | 62                | ...                               | ...             | ...             |
| Trinidad and Tobago              | 3                     | 61  | 3                  | 62                | 2                     | 55  | 2                  | 62                | 6                     | 59  | 6                  | 62                | 56 <sup>2</sup>                   | 58 <sup>2</sup> | 54 <sup>2</sup> |
| Turks and Caicos Islands         | 0.1                   | 61  | 0.1                | 61                | 0.0                   | 63  | 0.1                | 64                | 0.1                   | 62  | 0.2                | 62                | 100                               | 100             | 100             |
| Uruguay                          | 14                    | 75  | 17 <sup>Y</sup>    | ...               | 5                     | 65  | 6 <sup>Y</sup>     | ...               | 19                    | 72  | 23 <sup>Y</sup>    | ...               | ...                               | ...             | ...             |
| Venezuela                        | ...                   | ... | 116                | 65                | ...                   | ... | 72                 | 60                | ...                   | ... | 188                | 63                | 83                                | 76              | 86              |
| North America and Western Europe |                       |     |                    |                   |                       |     |                    |                   |                       |     |                    |                   |                                   |                 |                 |
| Andorra                          | ...                   | ... | 0.4                | 61                | ...                   | ... | 0.1                | 51                | ...                   | ... | 0.5                | 59                | ...                               | ...             | ...             |
| Austria                          | 43                    | 64  | 42                 | 68                | 30                    | 49  | 29                 | 51                | 73                    | 57  | 71                 | 61                | ...                               | ...             | ...             |
| Belgium                          | ...                   | ... | 42                 | 60                | ...                   | ... | 80                 | 58                | ...                   | ... | 122                | 58                | ...                               | ...             | ...             |
| Canada                           | 71                    | 68  | ...                | ...               | 68                    | 68  | ...                | ...               | 139                   | 68  | ...                | ...               | ...                               | ...             | ...             |
| Cyprus                           | 2                     | 54  | ...                | ...               | 2                     | 49  | ...                | ...               | 5                     | 51  | 6                  | 60                | ...                               | ...             | ...             |
| Denmark                          | 20                    | 63  | ...                | ...               | 24                    | 30  | ...                | ...               | 44                    | 45  | ...                | ...               | ...                               | ...             | ...             |
| Finland                          | 20                    | 71  | 21                 | 72                | ...                   | ... | 21                 | 57                | ...                   | ... | 42                 | 64                | ...                               | ...             | ...             |
| France                           | 255                   | ... | 245 <sup>2</sup>   | 65 <sup>2</sup>   | 240                   | ... | 267 <sup>2</sup>   | 53 <sup>2</sup>   | 495                   | 57  | 511 <sup>2</sup>   | 59 <sup>2</sup>   | ...                               | ...             | ...             |
| Germany                          | 365                   | 57  | 419                | 60                | 168                   | 39  | 177                | 46                | 533                   | 51  | 596                | 56                | ...                               | ...             | ...             |
| Greece                           | 37                    | 64  | 43                 | 64                | 38                    | 49  | 43                 | 47                | 75                    | 56  | 86                 | 56                | ...                               | ...             | ...             |
| Iceland                          | 1.1                   | 78  | 1 <sup>2</sup>     | 78 <sup>2</sup>   | 1                     | 44  | 2 <sup>2</sup>     | 50 <sup>2</sup>   | 3                     | 58  | 3 <sup>2</sup>     | 63 <sup>2</sup>   | ...                               | ...             | ...             |
| Ireland                          | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | ...                               | ...             | ...             |
| Israel                           | 19                    | ... | 23                 | 77                | 36                    | ... | ...                | ...               | 55                    | ... | 61                 | 71                | ...                               | ...             | ...             |
| Italy                            | 177                   | 73  | 183                | 75                | 245                   | 59  | 245                | 60                | 422                   | 65  | 428                | 66                | ...                               | ...             | ...             |
| Luxembourg                       | ...                   | ... | ...                | ...               | ...                   | ... | 3                  | 45                | ...                   | ... | 3                  | 45                | ...                               | ...             | ...             |
| Malta                            | 3                     | 50  | 3                  | 60                | 0.2                   | 31  | 0.5                | 36                | 4                     | 48  | 4                  | 57                | ...                               | ...             | ...             |
| Monaco                           | 0.2                   | 69  | ...                | ...               | 0.2                   | 54  | ...                | ...               | 0.4                   | 61  | 0.4 <sup>2</sup>   | 66 <sup>2</sup>   | ...                               | ...             | ...             |
| Netherlands                      | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | ...                   | ... | 107                | 45                | ...                               | ...             | ...             |
| Norway                           | ...                   | ... | 20 <sup>2</sup>    | 73 <sup>2</sup>   | 26                    | 44  | 26 <sup>2</sup>    | 47 <sup>2</sup>   | ...                   | ... | 46 <sup>2</sup>    | 58 <sup>2</sup>   | ...                               | ...             | ...             |
| Portugal                         | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | ...                   | ... | 94                 | 69                | ...                               | ...             | ...             |
| San Marino                       | ...                   | ... | 0.1 <sup>2</sup>   | 69 <sup>2</sup>   | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | ...                               | ...             | ...             |
| Spain                            | ...                   | ... | 160                | ...               | ...                   | ... | 120                | ...               | ...                   | ... | 280                | 56                | ...                               | ...             | ...             |
| Sweden                           | 28                    | ... | 38                 | 64                | 35                    | 50  | 38                 | 51                | 63                    | ... | 76                 | 58                | ...                               | ...             | ...             |
| Switzerland                      | ...                   | ... | 31                 | 48                | ...                   | ... | 9                  | 39                | ...                   | ... | 41                 | 46                | ...                               | ...             | ...             |
| United Kingdom                   | 142                   | 55  | 153                | 61                | 212                   | 56  | 235                | 61                | 355                   | 56  | 388                | 61                | ...                               | ...             | ...             |
| United States                    | 764                   | 60  | 908                | 68                | 740                   | 51  | 727                | 56                | 1 504                 | 56  | 1 635              | 63                | ...                               | ...             | ...             |
| South and West Asia              |                       |     |                    |                   |                       |     |                    |                   |                       |     |                    |                   |                                   |                 |                 |
| Afghanistan                      | ...                   | ... | 32                 | ...               | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | ...                               | ...             | ...             |
| Bangladesh                       | 136                   | 13  | 186 <sup>2</sup>   | 17 <sup>2</sup>   | 129                   | 13  | 192 <sup>2</sup>   | 19 <sup>2</sup>   | 265                   | 13  | 378 <sup>2</sup>   | 18 <sup>2</sup>   | 32 <sup>2</sup>                   | 31 <sup>2</sup> | 35 <sup>2</sup> |
| Bhutan                           | 0.4                   | 32  | 1                  | 31                | 0.2                   | 32  | 0.4                | 31                | 0.6                   | 32  | 1                  | 31                | ...                               | ...             | ...             |
| India                            | ...                   | ... | 1 312 <sup>2</sup> | 37 <sup>2</sup>   | ...                   | ... | 1 274 <sup>2</sup> | 31 <sup>2</sup>   | 1 995                 | 34  | 2 586 <sup>2</sup> | 34 <sup>2</sup>   | ...                               | ...             | ...             |
| Iran, Islamic Republic of        | 179                   | 45  | 236                | 49                | 143                   | 44  | 294                | 47                | 322                   | 45  | 530                | 48                | 100                               | 100             | 100             |
| Maldives                         | 0.8                   | 25  | 1.8 <sup>Y</sup>   | 34 <sup>Y</sup>   | 0.1                   | 27  | 0.3 <sup>Y</sup>   | 39 <sup>Y</sup>   | 0.9                   | 25  | 2 <sup>Y</sup>     | 35 <sup>Y</sup>   | ...                               | ...             | ...             |
| Nepal                            | 22                    | 12  | 28 <sup>Y</sup>    | 16 <sup>Y</sup>   | 18                    | 7   | 24 <sup>Y</sup>    | 11 <sup>Y</sup>   | 40                    | 9   | 53 <sup>Y</sup>    | 14 <sup>Y</sup>   | ...                               | ...             | ...             |
| Pakistan                         | ...                   | ... | 162 <sup>*,Z</sup> | 54 <sup>*,Z</sup> | ...                   | ... | 36 <sup>*,Z</sup>  | 35 <sup>*,Z</sup> | ...                   | ... | 197 <sup>*,Z</sup> | 51 <sup>*,Z</sup> | ...                               | ...             | ...             |
| Sri Lanka                        | ...                   | ... | 67 <sup>2</sup>    | 64 <sup>2</sup>   | ...                   | ... | 52 <sup>2</sup>    | 62 <sup>2</sup>   | ...                   | ... | 119 <sup>2</sup>   | 63 <sup>2</sup>   | ...                               | ...             | ...             |
| Sub-Saharan Africa               |                       |     |                    |                   |                       |     |                    |                   |                       |     |                    |                   |                                   |                 |                 |
| Angola                           | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | 16                    | 33  | ...                | ...               | ...                               | ...             | ...             |
| Benin                            | 6                     | 12  | 10 <sup>2</sup>    | 11 <sup>2</sup>   | 3                     | 14  | 4 <sup>2</sup>     | 15 <sup>2</sup>   | 9                     | 12  | 14 <sup>2</sup>    | 12 <sup>2</sup>   | ...                               | ...             | ...             |
| Botswana                         | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | 9                     | 45  | 12 <sup>2</sup>    | 47 <sup>2</sup>   | 93 <sup>Y</sup>                   | 94 <sup>Y</sup> | 93 <sup>Y</sup> |
| Burkina Faso                     | 5                     | ... | ...                | ...               | 1                     | ... | ...                | ...               | 6                     | ... | 8 <sup>2</sup>     | 11 <sup>2</sup>   | ...                               | ...             | ...             |
| Burundi                          | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | ...                   | ... | 8 <sup>2</sup>     | 21 <sup>2</sup>   | 37 <sup>Y</sup>                   | 39 <sup>Y</sup> | 28 <sup>Y</sup> |
| Cameroon                         | 13                    | 28  | ...                | ...               | 13                    | 28  | ...                | ...               | 26                    | 28  | 48 <sup>*</sup>    | 26 <sup>*</sup>   | ...                               | ...             | ...             |
| Cape Verde                       | ...                   | ... | 2                  | 40                | ...                   | ... | 0.7                | 40                | ...                   | ... | 2                  | 40                | 62                                | 60              | 65              |
| Central African Republic         | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | ...                   | ... | ...                | ...               | ...                               | ...             | ...             |
| Chad                             | 2                     | 5   | ...                | ...               | 1                     | 6   | ...                | ...               | 4                     | 5   | 7                  | ...               | ...                               | ...             | ...             |

Table 10B

| SECONDARY EDUCATION              |      |                       |      |                       |      |                       | TERTIARY EDUCATION |             |                   |                 | Country or territory      |
|----------------------------------|------|-----------------------|------|-----------------------|------|-----------------------|--------------------|-------------|-------------------|-----------------|---------------------------|
| Pupil/teacher ratio <sup>2</sup> |      |                       |      |                       |      | Teaching staff        |                    |             |                   |                 |                           |
| Lower secondary                  |      | Upper secondary       |      | Total secondary       |      | School year ending in |                    |             |                   |                 |                           |
| School year ending in            |      | School year ending in |      | School year ending in |      | School year ending in |                    |             |                   |                 |                           |
| 1999                             | 2005 | 1999                  | 2005 | 1999                  | 2005 | 1999                  |                    | 2005        |                   |                 |                           |
|                                  |      |                       |      |                       |      | Total (000)           | % F                | Total (000) | % F               |                 |                           |
|                                  | 17   | 16                    | 15   | 15                    | 16   | 16                    | 8                  | ...         | 11                | 47              | Panama                    |
|                                  | ...  | 15 <sup>Y</sup>       | ...  | 9 <sup>Y</sup>        | ...  | 12 <sup>Y</sup>       | ...                | ...         | ...               | ...             | Paraguay                  |
|                                  | ...  | 12                    | ...  | ...                   | ...  | 17                    | ...                | ...         | ...               | ...             | Peru                      |
|                                  | ...  | 10                    | ...  | 10                    | ...  | 10                    | .                  | .           | .                 | .               | Saint Kitts and Nevis     |
|                                  | 19   | 17                    | 16   | 18                    | 18   | 17                    | ...                | ...         | 0.2               | 48              | Saint Lucia               |
|                                  | ...  | 17                    | ...  | 19                    | ...  | 18                    | .                  | .           | .                 | .               | St Vincent/Grenad.        |
|                                  | ...  | 17                    | ...  | 10                    | ...  | 14                    | ...                | ...         | ...               | ...             | Suriname                  |
|                                  | 22   | 16                    | 19   | 16                    | 21   | 16                    | 0.5                | 31          | 2                 | 33              | Trinidad and Tobago       |
|                                  | 9    | 9                     | 9    | 9                     | 9    | 9                     | .                  | .           | .                 | .               | Turks and Caicos Islands  |
|                                  | 12   | 11 <sup>Y</sup>       | 23   | 28 <sup>Y</sup>       | 15   | 15 <sup>Y</sup>       | 11                 | ...         | 13 <sup>Z</sup>   | ...             | Uruguay                   |
|                                  | ...  | 12                    | ...  | 9                     | ...  | 11                    | ...                | ...         | 82 <sup>*,Z</sup> | ...             | Venezuela                 |
| North America and Western Europe |      |                       |      |                       |      |                       |                    |             |                   |                 |                           |
|                                  | ...  | 7                     | ...  | 14                    | ...  | 8                     | ...                | ...         | 0.1               | 47              | Andorra                   |
|                                  | 9    | 9                     | 12   | 13                    | 10   | 11                    | 26                 | ...         | 30 <sup>Z</sup>   | 29 <sup>Z</sup> | Austria                   |
|                                  | ...  | 7                     | ...  | 7                     | ...  | 7                     | ...                | ...         | 26                | 41              | Belgium                   |
|                                  | 17   | ...                   | ...  | ...                   | ...  | ...                   | 129                | 41          | ...               | ...             | Canada                    |
|                                  | 14   | ...                   | 12   | ...                   | 13   | 11                    | 1                  | 34          | 1                 | 42              | Cyprus                    |
|                                  | 10   | ...                   | 9    | ...                   | 10   | ...                   | ...                | ...         | ...               | ...             | Denmark                   |
|                                  | 10   | 10                    | ...  | 11                    | ...  | 10                    | 18                 | 46          | 19                | 46              | Finland                   |
|                                  | 13   | 13 <sup>Z</sup>       | 11   | 10 <sup>Z</sup>       | 12   | 11 <sup>Z</sup>       | 102                | 40          | 136 <sup>Z</sup>  | 39 <sup>Z</sup> | France                    |
|                                  | 15   | 13                    | 16   | 16                    | 15   | 14                    | 272                | 30          | 287               | 34              | Germany                   |
|                                  | 10   | 8                     | 10   | 9                     | 10   | 8                     | 17                 | 31          | 27                | 36              | Greece                    |
|                                  | 11   | 11 <sup>Z</sup>       | 14   | 12 <sup>Z</sup>       | 13   | 11 <sup>Z</sup>       | 1                  | 43          | 2 <sup>Z</sup>    | 44 <sup>Z</sup> | Iceland                   |
|                                  | ...  | ...                   | ...  | ...                   | ...  | ...                   | 10                 | 33          | 12                | 39              | Ireland                   |
|                                  | 12   | 11                    | 9    | ...                   | 10   | 10                    | ...                | ...         | ...               | ...             | Israel                    |
|                                  | 10   | 10                    | 11   | 11                    | 11   | 11                    | 73                 | ...         | 94                | 34              | Italy                     |
|                                  | ...  | ...                   | ...  | 5                     | ...  | 10                    | ...                | ...         | ...               | ...             | Luxembourg                |
|                                  | ...  | 8                     | ...  | 20                    | ...  | 10                    | 0.7                | 25          | 0.8               | 23              | Malta                     |
|                                  | 10   | ...                   | 7    | ...                   | 8    | 9 <sup>Z</sup>        | .                  | .           | .                 | .               | Monaco                    |
|                                  | ...  | ...                   | ...  | 6                     | ...  | 13                    | ...                | ...         | 45                | 35              | Netherlands               |
|                                  | ...  | 9 <sup>Z</sup>        | 8    | 8 <sup>Z</sup>        | ...  | 9 <sup>Z</sup>        | 14                 | 36          | 18 <sup>Z</sup>   | 37 <sup>Z</sup> | Norway                    |
|                                  | ...  | ...                   | ...  | ...                   | ...  | 7                     | ...                | ...         | 37                | 42              | Portugal                  |
|                                  | ...  | 6 <sup>Z</sup>        | ...  | ...                   | ...  | ...                   | ...                | ...         | ...               | ...             | San Marino                |
|                                  | ...  | 12                    | ...  | 9                     | ...  | 11                    | 108                | 35          | 145               | 39              | Spain                     |
|                                  | 12   | 10                    | 18   | 9                     | 15   | 10                    | 29                 | ...         | 38                | 43              | Sweden                    |
|                                  | ...  | 9                     | ...  | 29                    | ...  | 14                    | 8.0                | 16          | 34                | 32              | Switzerland               |
|                                  | 16   | 15                    | 14   | 14                    | 15   | 15                    | 92                 | 32          | 122               | 40              | United Kingdom            |
|                                  | 16   | 15                    | 14   | 15                    | 15   | 15                    | 992                | 41          | 1 208             | 43              | United States             |
| South and West Asia              |      |                       |      |                       |      |                       |                    |             |                   |                 |                           |
|                                  | ...  | 14                    | ...  | ...                   | ...  | ...                   | ...                | ...         | 2 <sup>Z</sup>    | 12 <sup>Z</sup> | Afghanistan               |
|                                  | 43   | 34 <sup>Z</sup>       | 32   | 21 <sup>Z</sup>       | 37   | 27 <sup>Z</sup>       | 45                 | 14          | 52                | 15              | Bangladesh                |
|                                  | 35   | 32                    | 27   | 20                    | 32   | 28                    | 0.2                | ...         | ...               | ...             | Bhutan                    |
|                                  | ...  | 37 <sup>Z</sup>       | ...  | 28 <sup>Z</sup>       | 34   | 32 <sup>Z</sup>       | ...                | ...         | 539 <sup>Z</sup>  | 40 <sup>Z</sup> | Indiaw                    |
|                                  | 30   | 19                    | 31   | 19                    | 30   | 19                    | 65                 | 17          | 115               | 19              | Iran, Islamic Republic of |
|                                  | 18   | 15 <sup>Y</sup>       | 9    | 8 <sup>Y</sup>        | 17   | 14 <sup>Y</sup>       | .                  | .           | 0.04 <sup>Y</sup> | 67 <sup>Y</sup> | Maldives                  |
|                                  | 38   | 40 <sup>Y</sup>       | 24   | 28 <sup>Y</sup>       | 32   | 35 <sup>Y</sup>       | ...                | ...         | ...               | ...             | Nepal                     |
|                                  | ...  | 38 <sup>*,Z</sup>     | ...  | 32 <sup>*,Z</sup>     | ...  | 37 <sup>*,Z</sup>     | ...                | ...         | 69 <sup>*</sup>   | 17 <sup>*</sup> | Pakistan                  |
|                                  | ...  | 20 <sup>Z</sup>       | ...  | 19 <sup>Z</sup>       | ...  | 20 <sup>Z</sup>       | ...                | ...         | ...               | ...             | Sri Lanka                 |
| Sub-Saharan Africa               |      |                       |      |                       |      |                       |                    |             |                   |                 |                           |
|                                  | ...  | ...                   | ...  | ...                   | 18   | ...                   | 0.8                | 20          | ...               | ...             | Angola                    |
|                                  | 27   | 27 <sup>Z</sup>       | 15   | 16 <sup>Z</sup>       | 24   | 24 <sup>Z</sup>       | 0.6                | 9           | ...               | ...             | Benin                     |
|                                  | ...  | ...                   | ...  | ...                   | 18   | 14 <sup>Z</sup>       | 0.5                | 28          | 0.5               | 37              | Botswana                  |
|                                  | 29   | ...                   | 23   | ...                   | 28   | 31 <sup>Z</sup>       | 0.8                | ...         | 2                 | 6               | Burkina Faso              |
|                                  | ...  | ...                   | ...  | ...                   | ...  | 19 <sup>Z</sup>       | 0.4                | ...         | 0.7               | 14              | Burundi                   |
|                                  | 26   | ...                   | 21   | ...                   | 24   | 25 <sup>*</sup>       | 2.6                | ...         | 3                 | ...             | Cameroon                  |
|                                  | ...  | 23                    | ...  | 23                    | ...  | 23                    | ...                | ...         | 0.5               | 41              | Cape Verde                |
|                                  | ...  | ...                   | ...  | ...                   | ...  | ...                   | 0.3                | 5           | ...               | ...             | Central African Republic  |
|                                  | 41   | ...                   | 23   | ...                   | 34   | 34                    | ...                | ...         | 1.1               | 3               | Chad                      |

Table 10B (continued)

| Country or territory         | SECONDARY EDUCATION   |     |                |                 |                       |     |                  |                 |                       |     |                  |                 |                                   |                   |                   |
|------------------------------|-----------------------|-----|----------------|-----------------|-----------------------|-----|------------------|-----------------|-----------------------|-----|------------------|-----------------|-----------------------------------|-------------------|-------------------|
|                              | Teaching staff        |     |                |                 |                       |     |                  |                 |                       |     |                  |                 | Trained teachers (%) <sup>1</sup> |                   |                   |
|                              | Lower secondary       |     |                |                 | Upper secondary       |     |                  |                 | Total secondary       |     |                  |                 | Total secondary                   |                   |                   |
|                              | School year ending in |     |                |                 | School year ending in |     |                  |                 | School year ending in |     |                  |                 | School year ending in             |                   |                   |
|                              | 1999                  |     | 2005           |                 | 1999                  |     | 2005             |                 | 1999                  |     | 2005             |                 | 2005                              |                   |                   |
|                              | Total (000)           | % F | Total (000)    | % F             | Total (000)           | % F | Total (000)      | % F             | Total (000)           | % F | Total (000)      | % F             | Total                             | Male              | Female            |
| Comoros                      | ...                   | ... | 2              | 16              | ...                   | ... | 1                | 9               | ...                   | ... | 3                | 13              | 51 <sup>y</sup>                   | ...               | ...               |
| Congo                        | ...                   | ... | 4 <sup>z</sup> | 15 <sup>z</sup> | ...                   | ... | 3 <sup>z</sup>   | 11 <sup>z</sup> | ...                   | ... | 7 <sup>z</sup>   | 13 <sup>z</sup> | ...                               | ...               | ...               |
| Côte d'Ivoire                | 13                    | ... | ...            | ...             | 7                     | 13  | ...              | ...             | 20                    | ... | ...              | ...             | ...                               | ...               | ...               |
| Democratic Rep. of the Congo | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | 89                    | 10  | 114 <sup>y</sup> | 9 <sup>y</sup>  | ...                               | ...               | ...               |
| Equatorial Guinea            | 0.7                   | 5   | ...            | ...             | 0.1                   | 7   | ...              | ...             | 0.9                   | 5   | ...              | ...             | ...                               | ...               | ...               |
| Eritrea                      | 1                     | 12  | 2              | 10              | 1                     | 11  | 2                | 13              | 2                     | 12  | 4                | 11              | 51                                | 49                | 67                |
| Ethiopia                     | 38                    | 15  | ...            | ...             | 14                    | 8   | ...              | ...             | 52                    | 13  | 96               | 17              | 51                                | 51                | 52                |
| Gabon                        | 2                     | 17  | ...            | ...             | 0.7                   | 15  | ...              | ...             | 3                     | 16  | ...              | ...             | ...                               | ...               | ...               |
| Gambia                       | 2                     | 16  | 1 <sup>z</sup> | 16 <sup>z</sup> | 0.6                   | 12  | 0.9 <sup>z</sup> | 12 <sup>z</sup> | 2                     | 15  | 2 <sup>z</sup>   | 14 <sup>z</sup> | ...                               | ...               | ...               |
| Ghana                        | 40                    | 24  | 56             | 29              | 12                    | 16  | 17               | 19              | 52                    | 22  | 74               | 27              | 74                                | 83                | 48                |
| Guinea                       | 4                     | 11  | ...            | ...             | 1                     | 10  | ...              | ...             | 6                     | 11  | 12               | 5               | ...                               | ...               | ...               |
| Guinea-Bissau                | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                               | ...               | ...               |
| Kenya                        | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | 78               | 38              | ...                               | ...               | ...               |
| Lesotho                      | 2                     | 51  | ...            | ...             | 1                     | 53  | ...              | ...             | 3                     | 51  | 4                | 56              | 81                                | 79                | 83                |
| Liberia                      | 4                     | 16  | ...            | ...             | 3                     | 16  | ...              | ...             | 7                     | 16  | ...              | ...             | ...                               | ...               | ...               |
| Madagascar                   | 14                    | 44  | ...            | ...             | 6                     | 44  | ...              | ...             | 20                    | 44  | ...              | ...             | ...                               | ...               | ...               |
| Malawi                       | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                               | ...               | ...               |
| Mali                         | 5*                    | 17* | 8              | 15              | 3                     | 10  | ...              | ...             | 8*                    | 14* | ...              | ...             | ...                               | ...               | ...               |
| Mauritius                    | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | 5                     | 47  | 7                | 55              | ...                               | ...               | ...               |
| Mozambique                   | ...                   | ... | 7              | 19              | ...                   | ... | 2                | 14              | ...                   | ... | 10               | 18              | ...                               | ...               | ...               |
| Namibia                      | 4                     | 45  | ...            | ...             | 1                     | 49  | ...              | ...             | 5                     | 46  | 6                | 50              | 97                                | ...               | ...               |
| Niger                        | 2                     | 23  | 3 <sup>z</sup> | 21 <sup>z</sup> | 2                     | 12  | 2 <sup>z</sup>   | 14 <sup>z</sup> | 4                     | 18  | 5 <sup>z</sup>   | 19 <sup>z</sup> | 30*, <sup>z</sup>                 | 30*, <sup>z</sup> | 30*, <sup>z</sup> |
| Nigeria                      | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | 159              | 36              | ...                               | ...               | ...               |
| Rwanda                       | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | 8                | 20              | ...                               | ...               | ...               |
| Sao Tome and Principe        | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | 0.4              | 13              | ...                               | ...               | ...               |
| Senegal                      | 6                     | 14  | ...            | ...             | 3                     | 13  | ...              | ...             | 9                     | 14  | 15               | 14              | 51 <sup>z</sup>                   | 50 <sup>z</sup>   | 55 <sup>z</sup>   |
| Seychelles                   | 0.4                   | 54  | ...            | ...             | 0.2                   | 55  | ...              | ...             | 0.6                   | 54  | 0.6              | 56              | 91 <sup>y</sup>                   | 90 <sup>y</sup>   | 93 <sup>y</sup>   |
| Sierra Leone                 | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                               | ...               | ...               |
| Somalia                      | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                               | ...               | ...               |
| South Africa                 | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | 145                   | 50  | 149 <sup>z</sup> | 52 <sup>z</sup> | ...                               | ...               | ...               |
| Swaziland                    | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | 4 <sup>z</sup>   | 49 <sup>z</sup> | 99 <sup>z</sup>                   | 99 <sup>z</sup>   | 99 <sup>z</sup>   |
| Togo                         | 5                     | 13  | ...            | ...             | 2                     | 15  | ...              | ...             | 7                     | 13  | 13               | 7               | 47 <sup>z</sup>                   | 47 <sup>z</sup>   | 39 <sup>z</sup>   |
| Uganda                       | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | 36               | 22              | 82 <sup>z</sup>                   | 81 <sup>z</sup>   | 86 <sup>z</sup>   |
| United Republic of Tanzania  | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | ...                   | ... | ...              | ...             | ...                               | ...               | ...               |
| Zambia                       | 4                     | 28  | ...            | ...             | 6                     | 27  | ...              | ...             | 10                    | 27  | ...              | ...             | ...                               | ...               | ...               |
| Zimbabwe                     | ...                   | ... | ...            | ...             | ...                   | ... | ...              | ...             | 31                    | 37  | 34 <sup>y</sup>  | 40 <sup>y</sup> | ...                               | ...               | ...               |

|                            | Sum | % F | Sum | % F | Sum | % F | Sum | % F | Sum   | % F | Sum   | % F | Median |     |     |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----|-------|-----|--------|-----|-----|
| World                      | ... | ... | ... | ... | ... | ... | ... | ... | 24296 | 52  | 28457 | 53  | ...    | ... | ... |
| Countries in transition    | ... | ... | ... | ... | ... | ... | ... | ... | 2888  | 74  | 2844  | 75  | ...    | ... | ... |
| Developed countries        | ... | ... | ... | ... | ... | ... | ... | ... | 6296  | 55  | 6564  | 59  | ...    | ... | ... |
| Developing countries       | ... | ... | ... | ... | ... | ... | ... | ... | 15111 | 47  | 19049 | 47  | ...    | ... | ... |
| Arab States                | ... | ... | ... | ... | ... | ... | ... | ... | 1387  | 46  | 1711  | 49  | ...    | ... | ... |
| Central and Eastern Europe | ... | ... | ... | ... | ... | ... | ... | ... | 3172  | 72  | 3005  | 74  | ...    | ... | ... |
| Central Asia               | ... | ... | ... | ... | ... | ... | ... | ... | 972   | 66  | 1069  | 67  | ...    | ... | ... |
| East Asia and the Pacific  | ... | ... | ... | ... | ... | ... | ... | ... | 7704  | 46  | 9116  | 46  | ...    | ... | ... |
| East Asia                  | ... | ... | ... | ... | ... | ... | ... | ... | 7476  | 46  | 8867  | 46  | ...    | ... | ... |
| Pacific                    | ... | ... | ... | ... | ... | ... | ... | ... | 228   | 57  | 249   | 55  | ...    | ... | ... |
| Latin America/Caribbean    | ... | ... | ... | ... | ... | ... | ... | ... | 2746  | 64  | 3436  | 65  | 69     | 63  | 71  |
| Caribbean                  | ... | ... | ... | ... | ... | ... | ... | ... | 53    | 44  | 66    | 40  | 58     | 58  | 61  |
| Latin America              | ... | ... | ... | ... | ... | ... | ... | ... | 2693  | 64  | 3370  | 66  | ...    | ... | ... |
| N. America/W. Europe       | ... | ... | ... | ... | ... | ... | ... | ... | 4487  | 56  | 4807  | 60  | ...    | ... | ... |
| South and West Asia        | ... | ... | ... | ... | ... | ... | ... | ... | 2956  | 35  | 4142  | 36  | ...    | ... | ... |
| Sub-Saharan Africa         | ... | ... | ... | ... | ... | ... | ... | ... | 871   | 31  | 1171  | 29  | ...    | ... | ... |

1. Data on trained teachers (defined according to national standards) are not collected for countries whose education statistics are gathered through the OECD, Eurostat or the World Education Indicators questionnaires.

2. Based on headcounts of pupils and teachers.

3. Teaching staff in upper secondary includes full- and part-time teachers.

Table 10B

| SECONDARY EDUCATION              |                 |                       |                 |                       |                 |                       | TERTIARY EDUCATION |                  |                 |                              | Country or territory |
|----------------------------------|-----------------|-----------------------|-----------------|-----------------------|-----------------|-----------------------|--------------------|------------------|-----------------|------------------------------|----------------------|
| Pupil/teacher ratio <sup>2</sup> |                 |                       |                 |                       |                 | Teaching staff        |                    |                  |                 |                              |                      |
| Lower secondary                  |                 | Upper secondary       |                 | Total secondary       |                 | School year ending in |                    |                  |                 |                              |                      |
| School year ending in            |                 | School year ending in |                 | School year ending in |                 |                       |                    |                  |                 |                              |                      |
| 1999                             | 2005            | 1999                  | 2005            | 1999                  | 2005            | 1999                  |                    | 2005             |                 |                              |                      |
|                                  |                 |                       |                 |                       |                 | Total (000)           | % F                | Total (000)      | % F             |                              |                      |
| ...                              | 16              | ...                   | 11              | ...                   | 14              | 0.1                   | 10                 | 0.1 <sup>2</sup> | 15 <sup>2</sup> | Comoros                      |                      |
| ...                              | 45 <sup>z</sup> | ...                   | 18 <sup>z</sup> | ...                   | 34 <sup>2</sup> | 0.4                   | 5                  | 0.9 <sup>y</sup> | ...             | Congo                        |                      |
| 34                               | ...             | 21                    | ...             | 29                    | ...             | ...                   | ...                | ...              | ...             | Côte d'Ivoire                |                      |
| ...                              | ...             | ...                   | ...             | 14                    | 15 <sup>y</sup> | 4                     | 6                  | ...              | ...             | Democratic Rep. of the Congo |                      |
| 25                               | ...             | 15                    | ...             | 23                    | ...             | ...                   | ...                | ...              | ...             | Equatorial Guinea            |                      |
| 55                               | 57              | 45                    | 44              | 51                    | 51              | 0.2                   | 13                 | 0.4 <sup>z</sup> | 14 <sup>z</sup> | Eritrea                      |                      |
| 35                               | ...             | 37                    | ...             | 36                    | 54              | 2                     | 6                  | 5                | 10              | Ethiopia                     |                      |
| 28                               | ...             | 28                    | ...             | 28                    | ...             | 0.6                   | 17                 | ...              | ...             | Gabon                        |                      |
| 20                               | 51 <sup>z</sup> | 25                    | 31 <sup>z</sup> | 22                    | 42 <sup>z</sup> | 0.1                   | 15                 | 0.1 <sup>z</sup> | 16 <sup>z</sup> | Gambia                       |                      |
| 20                               | 18              | 19                    | 21              | 20                    | 19              | 2                     | 13                 | 4                | 11              | Ghana                        |                      |
| 31                               | ...             | 26                    | ...             | 30                    | 36              | ...                   | ...                | 1                | 4               | Guinea                       |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | 0.0                   | 18                 | ...              | ...             | Guinea-Bissau                |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 32              | ...                   | ...                | ...              | ...             | Kenya                        |                      |
| 24                               | ...             | 17                    | ...             | 22                    | 27              | 0.4                   | 45                 | 0.6              | ...             | Lesotho                      |                      |
| 17                               | ...             | 18                    | ...             | 17                    | ...             | 0.6                   | 15                 | ...              | ...             | Liberia                      |                      |
| 20                               | ...             | 11                    | ...             | 17                    | ...             | 1                     | 31                 | 2                | 31              | Madagascar                   |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | 0.5                   | 25                 | 0.4 <sup>z</sup> | 32 <sup>z</sup> | Malawi                       |                      |
| 31*                              | 38              | 24                    | ...             | 28*                   | ...             | 1                     | ...                | 1                | ...             | Mali                         |                      |
| ...                              | ...             | ...                   | ...             | 20                    | 17              | 0.6                   | 26                 | ...              | ...             | Mauritius                    |                      |
| ...                              | 36              | ...                   | 18              | ...                   | 32              | ...                   | ...                | 3                | 21              | Mozambique                   |                      |
| 25                               | ...             | 21                    | ...             | 24                    | 25              | ...                   | ...                | 0.9 <sup>y</sup> | 27 <sup>y</sup> | Namibia                      |                      |
| 34                               | 44 <sup>z</sup> | 12                    | 11 <sup>z</sup> | 24                    | 31 <sup>z</sup> | ...                   | ...                | 0.7              | 6               | Niger                        |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 40              | 52                    | 31                 | 37 <sup>z</sup>  | 17 <sup>z</sup> | Nigeria                      |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 26              | 0.4                   | 10                 | 2                | 12              | Rwanda                       |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 22              | .                     | .                  | .                | .               | Sao Tome and Principe        |                      |
| 29                               | ...             | 19                    | ...             | 25                    | 26              | ...                   | ...                | ...              | ...             | Senegal                      |                      |
| 14                               | ...             | 14                    | ...             | 14                    | 13              | .                     | .                  | .                | .               | Seychelles                   |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | ...                   | ...                | ...              | ...             | Sierra Leone                 |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | ...                   | ...                | ...              | ...             | Somalia                      |                      |
| ...                              | ...             | ...                   | ...             | 29                    | 31 <sup>z</sup> | ...                   | ...                | 43               | 50              | South Africa                 |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 18 <sup>z</sup> | 0.2                   | 32                 | 0.4              | 36              | Swaziland                    |                      |
| 40                               | ...             | 23                    | ...             | 35                    | 30              | 0.4                   | 10                 | ...              | ...             | Togo                         |                      |
| ...                              | ...             | ...                   | ...             | ...                   | 21              | 2                     | 17                 | 4 <sup>z</sup>   | 19 <sup>z</sup> | Uganda                       |                      |
| ...                              | ...             | ...                   | ...             | ...                   | ...             | 2                     | 14                 | 3                | 17              | United Republic of Tanzania  |                      |
| 29                               | ...             | 19                    | ...             | 23                    | ...             | ...                   | ...                | ...              | ...             | Zambia                       |                      |
| ...                              | ...             | ...                   | ...             | 27                    | 22 <sup>y</sup> | ...                   | ...                | ...              | ...             | Zimbabwe                     |                      |

| Weighted average |     |     |     |    |    | Sum   | % F | Sum   | % F |                            |
|------------------|-----|-----|-----|----|----|-------|-----|-------|-----|----------------------------|
| ...              | ... | ... | ... | 18 | 18 | 6 476 | 39  | 8 812 | 41  | World                      |
| ...              | ... | ... | ... | 11 | 10 | 797   | 54  | 993   | 53  | Countries in transition    |
| ...              | ... | ... | ... | 13 | 13 | 2 787 | 34  | 3 289 | 37  | Developed countries        |
| ...              | ... | ... | ... | 21 | 21 | 2 893 | 39  | 4 531 | 40  | Developing countries       |
| ...              | ... | ... | ... | 16 | 17 | 205   | 33  | 270   | 34  | Arab States                |
| ...              | ... | ... | ... | 12 | 12 | 991   | 50  | 1 211 | 50  | Central and Eastern Europe |
| ...              | ... | ... | ... | 10 | 10 | 107   | 44  | 141   | 49  | Central Asia               |
| ...              | ... | ... | ... | 17 | 18 | 1 608 | 33  | 2 557 | 37  | East Asia and the Pacific  |
| ...              | ... | ... | ... | 17 | 18 | 1 533 | 33  | 2 485 | 37  | East Asia                  |
| ...              | ... | ... | ... | 15 | 14 | 76    | 44  | 73    | 43  | Pacific                    |
| ...              | ... | ... | ... | 19 | 17 | 832   | 45  | 1 208 | 45  | Latin America/Caribbean    |
| ...              | ... | ... | ... | 22 | 19 | 6     | 47  | 8     | 49  | Caribbean                  |
| ...              | ... | ... | ... | 19 | 17 | 826   | 45  | 1 200 | 45  | Latin America              |
| ...              | ... | ... | ... | 14 | 13 | 2 043 | 38  | 2 492 | 40  | N. America/W. Europe       |
| ...              | ... | ... | ... | 33 | 29 | 573   | 31  | 784   | 33  | South and West Asia        |
| ...              | ... | ... | ... | 25 | 28 | 116   | 29  | 149   | 28  | Sub-Saharan Africa         |

Data in italic are UIS estimates.

Data in bold are for the school year ending in 2006.

(z) Data are for the school year ending in 2004.

(y) Data are for the school year ending in 2003.

(\*) National estimates.

Table 11  
**Commitment to education: public spending**

| Country or territory              | Total public expenditure on education as % of GNP |                    | Total public expenditure on education as % of total government expenditure |                 | Public current expenditure on education as % of total public expenditure on education |                 | Public current expenditure on primary education as % of public current expenditure on education |                 | Public current expenditure on primary education per pupil (unit cost) at PPP in constant 2004 US\$ |                    | Public current expenditure on primary education as % of GNP |                   |
|-----------------------------------|---|--------------------|--|-----------------|---|-----------------|---|-----------------|--|--------------------|---|-------------------|
|                                   | 1999  | 2005               | 1999   | 2005            | 1999  | 2005            | 1999  | 2005            | 1999   | 2005               | 1999  | 2005              |
| <b>Arab States</b>                |   |                    |  |                 |   |                 |   |                 |  |                    |   |                   |
| Algeria                           | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | 672 <sup>Y</sup>   | ...   | 1.6 <sup>Y</sup>  |
| Bahrain                           | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | 2 926 <sup>X</sup> | ...   | 1.9 <sup>X</sup>  |
| Djibouti                          | ...   | 7.1                | ...  | 27              | ...   | 93              | ...   | 44              | ...  | 983                | ...   | 2.9               |
| Egypt                             | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Iraq                              | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Jordan                            | 5.0   | ...                | 21   | ...             | ...   | ...             | ...   | ...             | 537  | 589 <sup>Z</sup>   | 1.9   | 1.82 <sup>Z</sup> |
| Kuwait                            | ...   | 4.5                | ...  | 13              | ...   | 92              | ...   | 21              | ...  | 2 910 <sup>Z</sup> | ...   | 0.9               |
| Lebanon                           | 2.0   | 2.7                | 10   | 11              | ...   | 93              | ...   | 33              | ...  | 370                | ...   | 0.8               |
| Libyan Arab Jamahiriya            | ...   | ...                | ...  | ...             | 68  | ...             | 12  | ...             | ...  | ...                | ...   | ...               |
| Mauritania                        | 3.1   | 2.4                | ...  | ...             | ...   | 99              | ...   | 62              | ...  | 201 <sup>Y</sup>   | ...   | 1.5               |
| Morocco                           | 6.2   | 6.8                | 26   | 27              | 91  | 95              | 39  | 45              | 663  | 937                | 2.2   | 2.9               |
| Oman                              | 4.2   | 4.3 <sup>Z</sup>   | 21   | 24              | ...   | 89              | ...   | 50              | 1 363  | 2 142 <sup>Z</sup> | 1.4   | 1.8 <sup>Z</sup>  |
| Palestinian A. T.                 | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Qatar                             | ...   | ...                | ...  | ...             | ...   | 88 <sup>Z</sup> | ...   | ...             | ...  | ...                | ...   | ...               |
| Saudi Arabia                      | 7.0   | 6.7 <sup>Z</sup>   | 26   | 28 <sup>Z</sup> | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Sudan                             | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Syrian Arab Republic              | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | 412  | 577 <sup>X</sup>   | 1.7   | 2.1 <sup>X</sup>  |
| Tunisia                           | 7.2   | 7.6                | ...  | 21              | ...   | 87              | ...   | 35              | ...  | 1 524              | ...   | 2.3               |
| United Arab Emirates              | ...   | 1.6 <sup>X,Z</sup> | ...  | 27              | ...   | ...             | ...   | ...             | 1 880  | 1 601 <sup>Z</sup> | 0.7   | 0.4 <sup>Z</sup>  |
| Yemen                             | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| <b>Central and Eastern Europe</b> |   |                    |  |                 |   |                 |   |                 |  |                    |   |                   |
| Albania                           | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Belarus                           | 6.0   | 6.0                | ...  | 11              | ...   | 95              | ...   | 9               | ...  | 1 033              | ...   | 0.5               |
| Bosnia and Herzegovina            | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Bulgaria                          | ...   | 4.4 <sup>Y</sup>   | ...  | ...             | ...   | 97 <sup>Y</sup> | ...   | 19 <sup>Y</sup> | ...  | 1 429 <sup>Y</sup> | ...   | 0.8 <sup>Y</sup>  |
| Croatia                           | ...   | 4.9 <sup>Y</sup>   | ...  | 10 <sup>Y</sup> | ...   | 93 <sup>Y</sup> | ...   | 19 <sup>Y</sup> | ...  | 2 246 <sup>Y</sup> | ...   | 0.8 <sup>Y</sup>  |
| Czech Republic                    | 4.1   | 4.7 <sup>Z</sup>   | 10   | 10 <sup>Z</sup> | 91  | 90 <sup>Z</sup> | 18  | 15 <sup>Z</sup> | 1 651  | 2 226 <sup>Z</sup> | 0.7   | 0.6 <sup>Z</sup>  |
| Estonia                           | 7.0   | 5.6 <sup>Z</sup>   | ...  | 15 <sup>Z</sup> | ...   | 91 <sup>Z</sup> | ...   | 26 <sup>Z</sup> | ...  | 2 628 <sup>Z</sup> | ...   | 1.3 <sup>Z</sup>  |
| Hungary                           | 5.0   | 5.9 <sup>Z</sup>   | 13   | 11 <sup>Z</sup> | 91  | 94 <sup>Z</sup> | 20  | 19 <sup>Z</sup> | 2 260  | 3 831 <sup>Z</sup> | 0.9   | 1.1 <sup>Z</sup>  |
| Latvia                            | 5.8   | 5.3 <sup>Y</sup>   | ...  | 15 <sup>Y</sup> | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Lithuania                         | ...   | 5.4 <sup>Z</sup>   | ...  | 16 <sup>Z</sup> | ...   | 95 <sup>Z</sup> | ...   | 14 <sup>Z</sup> | ...  | 1 879 <sup>Z</sup> | ...   | 0.7 <sup>Z</sup>  |
| Poland                            | 4.7   | 5.7 <sup>Z</sup>   | 11   | 13 <sup>Z</sup> | 93  | 95 <sup>Z</sup> | ...   | 31 <sup>Z</sup> | ...  | 2 865 <sup>Z</sup> | ...   | 1.7 <sup>Z</sup>  |
| Republic of Moldova               | 3.9   | 3.8                | ...  | 21              | ...   | 94              | ...   | 17              | ...  | 290                | ...   | 0.6               |
| Romania                           | 3.6   | 3.5 <sup>Y</sup>   | ...  | ...             | ...   | 93 <sup>Y</sup> | ...   | 17 <sup>Y</sup> | ...  | 919 <sup>Y</sup>   | ...   | 0.5 <sup>Y</sup>  |
| Russian Federation                | ...   | 3.6 <sup>Z</sup>   | ...  | 13 <sup>Z</sup> | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Serbia and Montenegro             | 4.3   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Slovakia                          | 4.3   | 4.3 <sup>Z</sup>   | 14   | 11 <sup>Z</sup> | 96  | 94 <sup>Z</sup> | 14  | 14 <sup>Z</sup> | 1 190  | 1 695 <sup>Z</sup> | 0.6   | 0.6 <sup>Z</sup>  |
| Slovenia                          | ...   | 6.0 <sup>Z</sup>   | ...  | 13 <sup>Y</sup> | ...   | 92 <sup>Z</sup> | ...   | 20 <sup>Z</sup> | ...  | 4 866 <sup>Z</sup> | ...   | 1.1 <sup>Z</sup>  |
| TFYR Macedonia                    | 4.2   | 3.4 <sup>Y</sup>   | ...  | 16 <sup>Y</sup> | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Turkey                            | 4.0   | 3.8 <sup>Y</sup>   | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Ukraine                           | 3.7   | 6.5                | 14   | 19              | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| <b>Central Asia</b>               |   |                    |  |                 |   |                 |   |                 |  |                    |   |                   |
| Armenia                           | 3.1   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Azerbaijan                        | 4.3   | 2.8                | 24   | 20              | 99  | 98              | ...   | 17              | ...  | 337                | ...   | 0.5               |
| Georgia                           | 2.0   | 2.8 <sup>Z</sup>   | 10   | 13 <sup>Z</sup> | ...   | 97 <sup>Z</sup> | ...   | ...             | ...  | ...                | ...   | ...               |
| Kazakhstan                        | 4.0   | 2.5                | 14   | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Kyrgyzstan                        | 3.7   | 4.6 <sup>Y</sup>   | ...  | ...             | 99  | ...             | ...   | ...             | ...  | 127 <sup>X</sup>   | ...   | 0.7 <sup>X</sup>  |
| Mongolia                          | 6.0   | 5.4 <sup>Z</sup>   | ...  | ...             | ...   | 94 <sup>Z</sup> | ...   | 24 <sup>Z</sup> | ...  | 269 <sup>Z</sup>   | ...   | 1.2 <sup>Z</sup>  |
| Tajikistan                        | 2.2   | 3.6                | 12   | 18              | 90  | 88              | ...   | 27              | ...  | 100                | ...   | 0.9               |
| Turkmenistan                      | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Uzbekistan                        | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| <b>East Asia and the Pacific</b>  |   |                    |  |                 |   |                 |   |                 |  |                    |   |                   |
| Australia                         | 5.1   | 4.9 <sup>Z</sup>   | ...  | ...             | 96  | 96 <sup>Z</sup> | 33  | 33 <sup>Z</sup> | 4 311  | 4 747 <sup>Z</sup> | 1.6   | 1.6 <sup>Z</sup>  |
| Brunei Darussalam                 | ...   | ...                | 9  | ...             | 97  | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| Cambodia                          | 1.0   | 2.0 <sup>Z</sup>   | 9  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |
| China                             | 1.9   | ...                | 13   | ...             | 93  | ...             | 34  | ...             | ...  | ...                | 0.6   | ...               |
| Cook Islands                      | 0.4   | ...                | 13   | ...             | 99  | ...             | 53  | ...             | ...  | ...                | 0.2   | ...               |
| DPR Korea                         | ...   | ...                | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...               |



Table 11

| Public current expenditure on primary education per pupil as % of GNP per capita |                 | Public current expenditure on secondary education as % of public current expenditure on education |                 | Public current expenditure on secondary education per pupil (unit cost) at PPP in constant 2004 US\$ |                    | Public current expenditure on secondary education as % of GNP |                  | Public current expenditure on secondary education per pupil as % of GNP per capita |                  | Primary teachers' compensation as % of public current expenditure on primary education |                 | Country or territory   |
|--|-----------------|---|-----------------|--|--------------------|---|------------------|--|------------------|--|-----------------|------------------------|
| 1999   | 2005            | 1999  | 2005            | 1999   | 2005               | 1999  | 2005             | 1999   | 2005             | 1999   | 2005            |                        |
|  |                 |   |                 |  |                    |   |                  |  |                  |  |                 |                        |
| Arab States  |                 |   |                 |  |                    |   |                  |  |                  |  |                 |                        |
| ...  | 11 <sup>Y</sup> | ...   | ...             | ...  | 1 019 <sup>Y</sup> | ...   | 1.9 <sup>Y</sup> | ...  | 17 <sup>Y</sup>  | ...  | ...             | Algeria                |
| ...  | 16 <sup>X</sup> | ...   | ...             | ...  | 3 273 <sup>X</sup> | ...   | 1.7 <sup>X</sup> | ...  | 18 <sup>X</sup>  | ...  | ...             | Bahrain                |
| ...  | 45              | ...   | 39              | ...  | 1 481              | ...   | 2.6              | ...  | 68               | ...  | 54              | Djibouti               |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Egypt                  |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Iraq                   |
| 13   | 12 <sup>2</sup> | ...   | ...             | 622  | 712 <sup>2</sup>   | 1.8   | 1.7 <sup>2</sup> | 15   | 14 <sup>2</sup>  | 78   | 86 <sup>2</sup> | Jordan                 |
| ...  | 11              | ...   | 38              | ...  | 3 283 <sup>2</sup> | ...   | 1.6              | ...  | 16               | ...  | 78              | Kuwait                 |
| ...  | 7               | ...   | 30              | ...  | 413                | ...   | 0.7              | ...  | 7                | 69   | 84              | Lebanon                |
| ...  | ...             | 10  | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Libyan Arab Jamahiriya |
| ...  | 10              | ...   | 33              | ...  | 596 <sup>Y</sup>   | ...   | 0.8              | ...  | 25               | ...  | ...             | Mauritania             |
| 18   | 22              | 44  | 38              | 1 739  | 1 620              | 2.5   | 2.5              | 46   | 38               | ...  | ...             | Morocco                |
| 11   | 15 <sup>2</sup> | ...   | 41              | 2 649  | 2 039 <sup>2</sup> | 2.0   | 1.6 <sup>2</sup> | 21   | 14 <sup>2</sup>  | 75   | 91 <sup>2</sup> | Oman                   |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Palestinian A. T.      |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Qatar                  |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Saudi Arabia           |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Sudan                  |
| 10   | 13 <sup>X</sup> | ...   | ...             | 132  | 159 <sup>X</sup>   | 1.1   | 1.3 <sup>X</sup> | 18   | 20 <sup>X</sup>  | ...  | ...             | Syrian Arab Republic   |
| ...  | 20              | ...   | 43              | ...  | 1 766              | ...   | 2.8              | ...  | 23               | ...  | ...             | Tunisia                |
| 8  | 7 <sup>2</sup>  | ...   | ...             | 2 453  | 2 070 <sup>2</sup> | 0.7   | 0.6 <sup>2</sup> | 10   | 9 <sup>2</sup>   | ...  | 77 <sup>2</sup> | United Arab Emirates   |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Yemen                  |
| Central and Eastern Europe   |                 |   |                 |  |                    |   |                  |  |                  |  |                 |                        |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Albania                |
| ...  | 13              | ...   | 40              | ...  | 1 845              | ...   | 2.3              | ...  | 24               | ...  | ...             | Belarus                |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Bosnia and Herzegovina |
| ...  | 19 <sup>Y</sup> | ...   | 45 <sup>Y</sup> | ...  | 1 567 <sup>Y</sup> | ...   | 1.9 <sup>Y</sup> | ...  | 21 <sup>Y</sup>  | ...  | 61 <sup>Y</sup> | Bulgaria               |
| ...  | 20 <sup>Y</sup> | ...   | 49 <sup>Y</sup> | ...  | 2 838 <sup>Y</sup> | ...   | 2.2 <sup>Y</sup> | ...  | 25 <sup>Y</sup>  | ...  | ...             | Croatia                |
| 11   | 12 <sup>2</sup> | 50  | 52 <sup>2</sup> | 3 254  | 4 190 <sup>2</sup> | 1.9   | 2.2 <sup>2</sup> | 21   | 23 <sup>2</sup>  | 45   | 47 <sup>2</sup> | Czech Republic         |
| ...  | 19 <sup>2</sup> | ...   | 47 <sup>2</sup> | ...  | 3 519 <sup>2</sup> | ...   | 2.4 <sup>2</sup> | ...  | 26 <sup>2</sup>  | ...  | ...             | Estonia                |
| 18   | 24 <sup>2</sup> | 41  | 42 <sup>2</sup> | 2 352  | 3 822 <sup>2</sup> | 1.8   | 2.3 <sup>2</sup> | 19   | 24 <sup>2</sup>  | ...  | ...             | Hungary                |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Latvia                 |
| ...  | 15 <sup>2</sup> | ...   | 51 <sup>2</sup> | ...  | 2 666 <sup>2</sup> | ...   | 2.6 <sup>2</sup> | ...  | 21 <sup>2</sup>  | ...  | ...             | Lithuania              |
| ...  | 23 <sup>2</sup> | ...   | 35 <sup>2</sup> | ...  | 2 628 <sup>2</sup> | ...   | 1.9 <sup>2</sup> | ...  | 21 <sup>2</sup>  | ...  | ...             | Poland                 |
| ...  | 14              | ...   | 51              | ...  | 421                | ...   | 1.8              | ...  | 20               | ...  | ...             | Republic of Moldova    |
| ...  | 12 <sup>Y</sup> | ...   | 42 <sup>Y</sup> | ...  | 1 029 <sup>Y</sup> | ...   | 1.4 <sup>Y</sup> | ...  | 13 <sup>Y</sup>  | ...  | ...             | Romania                |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Russian Federation     |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Serbia and Montenegro  |
| 10   | 12 <sup>2</sup> | 56  | 51 <sup>2</sup> | 2 147  | 2 421 <sup>2</sup> | 2.3   | 2.1 <sup>2</sup> | 18   | 17 <sup>2</sup>  | 62   | 50 <sup>2</sup> | Slovakia               |
| ...  | 23 <sup>2</sup> | ...   | 48 <sup>2</sup> | ...  | 5 904 <sup>2</sup> | ...   | 2.7 <sup>2</sup> | ...  | 28 <sup>2</sup>  | ...  | 42 <sup>2</sup> | Slovenia               |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | TFYR Macedonia         |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Turkey                 |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Ukraine                |
| Central Asia   |                 |   |                 |  |                    |   |                  |  |                  |  |                 |                        |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Armenia                |
| ...  | 7               | ...   | 52              | ...  | 539                | ...   | 1.4              | ...  | 11               | ...  | ...             | Azerbaijan             |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Georgia                |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Kazakhstan             |
| ...  | 8 <sup>X</sup>  | ...   | ...             | ...  | 240 <sup>X</sup>   | ...   | 2.0 <sup>X</sup> | ...  | 15 <sup>X</sup>  | 47   | ...             | Kyrgyzstan             |
| ...  | 13 <sup>2</sup> | ...   | 32 <sup>2</sup> | ...  | 249 <sup>2</sup>   | ...   | 1.6 <sup>2</sup> | ...  | 12 <sup>2</sup>  | ...  | ...             | Mongolia               |
| ...  | 8               | ...   | 50              | ...  | 130                | ...   | 1.6              | ...  | 11               | ...  | ...             | Tajikistan             |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Turkmenistan           |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Uzbekistan             |
| East Asia and the Pacific  |                 |   |                 |  |                    |   |                  |  |                  |  |                 |                        |
| 16   | 16 <sup>2</sup> | 40  | 39 <sup>2</sup> | 3 922  | 4 348 <sup>2</sup> | 1.9   | 1.8 <sup>2</sup> | 15   | ... <sup>2</sup> | 60   | 62 <sup>2</sup> | Australia              |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Brunei Darussalam      |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | Cambodia               |
| ...  | ...             | 38  | ...             | 441  | ...                | 0.7   | ...              | 11   | ...              | ...  | ...             | China                  |
| ...  | ...             | 40  | ...             | ...  | ...                | 0.2   | ...              | ...  | ...              | ...  | ...             | Cook Islands           |
| ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...              | ...  | ...             | DPR Korea              |

Table 11 (continued)

| Country or territory            | Total public expenditure on education as % of GNP |                   | Total public expenditure on education as % of total government expenditure |                 | Public current expenditure on education as % of total public expenditure on education |                 | Public current expenditure on primary education as % of public current expenditure on education |                 | Public current expenditure on primary education per pupil (unit cost) at PPP in constant 2004 US\$ |                    | Public current expenditure on primary education as % of GNP |                  |
|---------------------------------|---|-------------------|--|-----------------|---|-----------------|---|-----------------|--|--------------------|---|------------------|
|                                 | 1999  | 2005              | 1999   | 2005            | 1999  | 2005            | 1999  | 2005            | 1999   | 2005               | 1999  | 2005             |
| Fiji                            | 5.7   | 6.4 <sup>2</sup>  | 18   | ...             | ...   | 97 <sup>2</sup> | ...   | 40 <sup>2</sup> | ...  | 1 068 <sup>2</sup> | ...   | 2.5 <sup>2</sup> |
| Indonesia                       | ...   | 1.0 <sup>Y</sup>  | ...  | ...             | ...   | 88 <sup>Y</sup> | ...   | 39 <sup>Y</sup> | ...  | 84 <sup>Y</sup>    | ...   | 0.3 <sup>Y</sup> |
| Japan                           | 3.5   | 3.5 <sup>2</sup>  | 9  | 11 <sup>Y</sup> | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Kiribati                        | 7.7   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Lao PDR                         | 1.0   | 2.5               | ...  | 12              | ...   | 44              | ...   | 46              | ...  | 55                 | ...   | 0.4              |
| Macao, China                    | 3.6   | ...               | 14   | 14 <sup>2</sup> | ...   | 89 <sup>2</sup> | ...   | ...             | ...  | ...                | ...   | ...              |
| Malaysia                        | 6.1   | 6.2 <sup>2</sup>  | 25   | 24 <sup>2</sup> | ...   | 88 <sup>2</sup> | ...   | 31 <sup>2</sup> | ...  | 1 293 <sup>2</sup> | ...   | 1.7 <sup>2</sup> |
| Marshall Islands                | 13.3  | 9.5 <sup>2</sup>  | ...  | 16 <sup>Y</sup> | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Micronesia                      | 6.5   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Myanmar                         | 0.6   | ...               | 8  | ...             | 64  | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Nauru                           | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| New Zealand                     | 7.3   | 7.0               | ...  | 21 <sup>Y</sup> | 95  | 100             | 27  | 26              | 3 720  | 3 853              | 1.8   | 1.8              |
| Niue                            | ...   | ...               | ...  | ...             | 100   | ...             | 32  | ...             | ...  | ...                | ...   | ...              |
| Palau                           | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Papua New Guinea                | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Philippines                     | ...   | 2.5 <sup>2</sup>  | ...  | 16 <sup>2</sup> | ...   | 94 <sup>2</sup> | ...   | 55 <sup>2</sup> | ...  | 414 <sup>2</sup>   | ...   | 1.3 <sup>2</sup> |
| Republic of Korea               | 3.8   | 4.6 <sup>2</sup>  | 13   | 15 <sup>Y</sup> | 80  | 88 <sup>2</sup> | 44  | 34 <sup>2</sup> | 2 564  | 3 254 <sup>2</sup> | 1.3   | 1.4 <sup>2</sup> |
| Samoa                           | 4.5   | ...               | 13   | ...             | 99  | ...             | 32  | ...             | 449  | ...                | 1.4   | ...              |
| Singapore                       | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Solomon Islands                 | 3.3   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Thailand                        | 5.1   | 4.3               | ...  | 25              | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Timor-Leste                     | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Tokelau                         | ...   | ...               | ...  | 15 <sup>Y</sup> | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Tonga                           | 6.4   | 4.9 <sup>2</sup>  | ...  | 13 <sup>Y</sup> | ...   | ...             | ...   | ...             | ...  | 878 <sup>X</sup>   | ...   | 2.2 <sup>X</sup> |
| Tuvalu                          | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Vanuatu                         | 6.7   | 10.0 <sup>Y</sup> | 17   | ...             | 84  | ...             | 39  | ...             | 388  | ...                | 2.2   | ...              |
| Viet Nam                        | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Latin America and the Caribbean |   |                   |  |                 |   |                 |   |                 |  |                    |   |                  |
| Anguilla                        | ...   | ...               | ...  | ...             | ...   | 41 <sup>Y</sup> | ...   | 48 <sup>Y</sup> | ...  | ...                | ...   | ...              |
| Antigua and Barbuda             | 3.5   | ...               | ...  | ...             | 100   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Argentina                       | 4.6   | 4.0 <sup>2</sup>  | 13   | 13 <sup>2</sup> | 94  | 99 <sup>2</sup> | 37  | 37 <sup>2</sup> | 1 594  | 1 498 <sup>2</sup> | 1.6   | 1.5 <sup>2</sup> |
| Aruba                           | ...   | ...               | 14   | 15              | 90  | 84              | 30  | 30              | ...  | ...                | ...   | ...              |
| Bahamas                         | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Barbados                        | 5.3   | 7.2               | 15   | 16              | 92  | 96              | 21  | 28              | ...  | ...                | 1.0   | 2.0              |
| Belize                          | 5.7   | 5.9 <sup>2</sup>  | 17   | 18 <sup>Y</sup> | ...   | 88 <sup>2</sup> | ...   | 47 <sup>2</sup> | ...  | 896 <sup>2</sup>   | ...   | 2.5 <sup>2</sup> |
| Bermuda                         | ...   | ...               | ...  | ...             | ...   | 97              | ...   | 41              | ...  | ...                | ...   | ...              |
| Bolivia                         | 5.8   | 6.6 <sup>Y</sup>  | 16   | 18 <sup>Y</sup> | 84  | 96 <sup>Y</sup> | 41  | 46 <sup>Y</sup> | 286  | 429 <sup>Y</sup>   | 2.0   | 2.9 <sup>Y</sup> |
| Brazil                          | 4.4   | 4.5 <sup>2</sup>  | 10   | ...             | 95  | 94 <sup>2</sup> | 33  | 32 <sup>2</sup> | 855  | 1 071 <sup>2</sup> | 1.4   | 1.4 <sup>2</sup> |
| British Virgin Islands          | ...   | ...               | ...  | 12              | ...   | 87              | ...   | 32              | ...  | ...                | ...   | ...              |
| Cayman Islands                  | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Chile                           | 4.0   | 3.8               | 17   | 18 <sup>2</sup> | 88  | 95              | 45  | 37              | 1 206  | 1 421              | 1.5   | 1.4              |
| Colombia                        | 4.5   | 5.0               | 17   | 11              | ...   | 99              | ...   | 48              | ...  | 1 478              | ...   | 2.4              |
| Costa Rica                      | 5.5   | 5.1 <sup>2</sup>  | ...  | 19 <sup>2</sup> | 100   | 79 <sup>2</sup> | 47  | 56 <sup>2</sup> | 1 563  | 1 578 <sup>2</sup> | 2.6   | 2.3 <sup>2</sup> |
| Cuba                            | 7.7   | ...               | 14   | 17              | ...   | 86              | ...   | 32              | ...  | ...                | ...   | ...              |
| Dominica                        | 5.5   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Dominican Republic              | ...   | 1.9               | ...  | 10              | ...   | 99              | ...   | 65              | ...  | 598                | ...   | 1.2              |
| Ecuador                         | 2.0   | ...               | 10   | ...             | 93 <sup>*</sup>   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| El Salvador                     | 2.4   | 2.8               | 17   | ...             | ...   | 98              | ...   | 51              | ...  | 470                | ...   | 1.4              |
| Grenada                         | ...   | 6.0 <sup>Y</sup>  | ...  | 13 <sup>Y</sup> | ...   | 87 <sup>Y</sup> | ...   | 35 <sup>Y</sup> | ...  | 762 <sup>Y</sup>   | ...   | 1.8 <sup>Y</sup> |
| Guatemala                       | ...   | 1.3               | ...  | 9               | ...   | 100             | ...   | 73              | ...  | 214                | ...   | 0.9              |
| Guyana                          | 9.3   | 9.1               | 18   | 15              | ...   | 90              | ...   | 34              | ...  | 737                | ...   | 2.8              |
| Haiti                           | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Honduras                        | ...   | ...               | ...  | ...             | ...   | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Jamaica                         | ...   | 5.6               | ...  | 9               | ...   | 96 <sup>2</sup> | ...   | 31 <sup>2</sup> | ...  | 547                | ...   | 1.8              |
| Mexico                          | 4.5   | 5.5 <sup>2</sup>  | 23   | 26 <sup>2</sup> | 95  | 97 <sup>2</sup> | 41  | 40 <sup>2</sup> | 1 054  | 1 442 <sup>2</sup> | 1.8   | 2.1 <sup>2</sup> |
| Montserrat                      | ...   | ...               | 11   | ...             | 47  | 65 <sup>2</sup> | ...   | ...             | ...  | ...                | ...   | ...              |
| Netherlands Antilles            | ...   | ...               | 14   | ...             | 94  | ...             | ...   | ...             | ...  | ...                | ...   | ...              |
| Nicaragua                       | 4.0   | 3.2 <sup>Y</sup>  | 6  | ...             | ...   | 91 <sup>X</sup> | ...   | 68 <sup>2</sup> | ...  | 295 <sup>2</sup>   | ...   | 1.5 <sup>2</sup> |
| Panama                          | 5.1   | 4.1 <sup>2</sup>  | ...  | 9 <sup>2</sup>  | ...   | ...             | ...   | ...             | 862  | ...                | 1.9   | ...              |
| Paraguay                        | 4.8   | 4.3 <sup>Y</sup>  | 9  | 11 <sup>Y</sup> | 88  | 96 <sup>Y</sup> | ...   | 46 <sup>Y</sup> | ...  | 567 <sup>Y</sup>   | ...   | 1.9 <sup>Y</sup> |
| Peru                            | 3.5   | 2.6               | 21   | 14              | 88  | 97              | 40  | 42              | 355  | 403                | 1.2   | 1.0              |
| Saint Kitts and Nevis           | 5.6   | 10.8              | 13   | 13 <sup>Y</sup> | ...   | 37              | ...   | ...             | ...  | 987 <sup>X</sup>   | ...   | 1.2 <sup>X</sup> |

Table 11

|                                 | Public current expenditure on primary education per pupil as % of GNP per capita |                 | Public current expenditure on secondary education as % of public current expenditure on education |                 | Public current expenditure on secondary education per pupil (unit cost) at PPP in constant 2004 US\$ |                    | Public current expenditure on secondary education as % of GNP |                  | Public current expenditure on secondary education per pupil as % of GNP per capita |                 | Primary teachers' compensation as % of public current expenditure on primary education |                 | Country or territory   |
|---------------------------------|--|-----------------|---|-----------------|--|--------------------|---|------------------|--|-----------------|--|-----------------|------------------------|
|                                 | 1999   | 2005            | 1999  | 2005            | 1999   | 2005               | 1999  | 2005             | 1999   | 2005            | 1999   | 2005            |                        |
| ...                             | ...  | 19 <sup>z</sup> | ...   | 33 <sup>z</sup> | ...  | 991 <sup>z</sup>   | ...   | 2.1 <sup>z</sup> | ...  | 17 <sup>z</sup> | ...  | ...             | Fiji                   |
| ...                             | ...  | 3 <sup>y</sup>  | ...   | 42 <sup>y</sup> | ...  | 158 <sup>y</sup>   | ...   | 0.4 <sup>y</sup> | ...  | 5 <sup>y</sup>  | ...  | 78 <sup>y</sup> | Indonesia              |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Japan                  |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Kiribati               |
| ...                             | ...  | 3               | ...   | 23              | ...  | 77                 | ...   | 0.3              | ...  | 4               | ...  | ...             | Lao PDR                |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Macao, China           |
| ...                             | ...  | 13 <sup>z</sup> | ...   | 37 <sup>z</sup> | ...  | 1 877 <sup>z</sup> | ...   | 2.0 <sup>z</sup> | ...  | 19 <sup>z</sup> | 70   | 64 <sup>z</sup> | Malaysia               |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Marshall Islands       |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Micronesia             |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Myanmar                |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Nauru                  |
| 19                              | 21   | 40              | 43  | 4 634           | 4 483  | 2.7                | 3.0   | 24               | 24   | ...             | ...  | ...             | New Zealand            |
| ...                             | ...  | 59              | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Niue                   |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Palau                  |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Papua New Guinea       |
| ...                             | ...  | 8 <sup>z</sup>  | ...   | 25 <sup>z</sup> | ...  | 391 <sup>z</sup>   | ...   | 0.6 <sup>z</sup> | ...  | 8 <sup>z</sup>  | ...  | 94 <sup>z</sup> | Philippines            |
| 16                              | 16 <sup>z</sup>  | 38              | 43 <sup>z</sup>   | 2 130           | 4 636 <sup>z</sup>   | 1.2                | 1.7 <sup>z</sup>  | 13               | 23 <sup>z</sup>  | 78              | 64 <sup>z</sup>  | ...             | Republic of Korea      |
| 9                               | ...  | 27              | ...   | 475             | ...  | 1.2                | ...   | 10               | ...  | ...             | ...  | ...             | Samoa                  |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Singapore              |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Solomon Islands        |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Thailand               |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Timor-Leste            |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Tokelau                |
| ...                             | ...  | 13 <sup>x</sup> | ...   | ...             | ...  | 475 <sup>x</sup>   | ...   | 1.0 <sup>x</sup> | ...  | 7 <sup>x</sup>  | ...  | ...             | Tonga                  |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Tuvalu                 |
| 12                              | ...  | 52              | ...   | 1 975           | ...  | 2.9                | ...   | 61               | ...  | 94              | ...  | ...             | Vanuatu                |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Viet Nam               |
| Latin America and the Caribbean |  |                 |   |                 |  |                    |   |                  |  |                 |  |                 |                        |
| ...                             | ...  | ...             | ...   | 17 <sup>y</sup> | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Anguilla               |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | 66              | ...  | ...             | Antigua and Barbuda    |
| 12                              | 12 <sup>z</sup>  | 35              | 38 <sup>z</sup>   | 1 990           | 2 058 <sup>z</sup>   | 1.5                | 1.5 <sup>z</sup>  | 15               | 16 <sup>z</sup>  | ...             | 63 <sup>z</sup>  | ...             | Argentina              |
| ...                             | ...  | 32              | 32  | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Aruba                  |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Bahamas                |
| 11                              | 24   | 31              | 30  | ...             | ...  | 1.5                | 2.1   | 18               | 26   | ...             | ...  | ...             | Barbados               |
| ...                             | 14 <sup>z</sup>  | ...             | 44 <sup>z</sup>   | ...             | 1 298 <sup>z</sup>   | ...                | 2.3 <sup>z</sup>  | ...              | 20 <sup>z</sup>  | ...             | 86 <sup>z</sup>  | ...             | Belize                 |
| ...                             | ...  | ...             | 52  | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Bermuda                |
| 11                              | 17 <sup>y</sup>  | 22              | 25 <sup>y</sup>   | 270             | 345 <sup>y</sup>   | 1.1                | 1.6 <sup>y</sup>  | 11               | 13 <sup>y</sup>  | ...             | ...  | ...             | Bolivia                |
| 11                              | 13 <sup>z</sup>  | 36              | 40 <sup>z</sup>   | 775             | 987 <sup>z</sup>   | 1.5                | 1.7 <sup>z</sup>  | 10               | 12 <sup>z</sup>  | ...             | ...  | ...             | Brazil                 |
| ...                             | ...  | ...             | 34  | ...             | ...  | ...                | ...   | ...              | ...  | ...             | 81   | ...             | British Virgin Islands |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Cayman Islands         |
| 13                              | 13   | 36              | 39  | 1 367           | 1 564  | 1.3                | 1.4   | 15               | 14   | ...             | 85   | ...             | Chile                  |
| ...                             | 20   | ...             | 36  | ...             | 1 364  | ...                | 1.8   | ...              | 19   | 91*             | 76   | ...             | Colombia               |
| 18                              | 17 <sup>z</sup>  | 29              | 34 <sup>z</sup>   | 2 263           | 1 587 <sup>z</sup>   | 1.6                | 1.4 <sup>z</sup>  | 26               | 17 <sup>z</sup>  | ...             | ...  | ...             | Costa Rica             |
| ...                             | ...  | ...             | 36  | ...             | ...  | ...                | ...   | ...              | ...  | ...             | 69   | ...             | Cuba                   |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Dominica               |
| ...                             | 9  | ...             | 29  | ...             | 427  | ...                | 0.6   | ...              | 6  | ...             | 71   | ...             | Dominican Republic     |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Ecuador                |
| ...                             | 9  | ...             | 29  | ...             | 526  | ...                | 0.8   | ...              | 11   | ...             | ...  | ...             | El Salvador            |
| ...                             | 11 <sup>y</sup>  | ...             | 35 <sup>y</sup>   | ...             | 837 <sup>y</sup>   | ...                | 1.8 <sup>y</sup>  | ...              | 13 <sup>y</sup>  | ...             | 93 <sup>y</sup>  | ...             | Grenada                |
| ...                             | 5  | ...             | 18  | ...             | 161  | ...                | 0.2   | ...              | 4  | ...             | 88   | ...             | Guatemala              |
| ...                             | 18   | ...             | 13  | ...             | 454  | ...                | 1.0   | ...              | 11   | ...             | 75   | ...             | Guyana                 |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Haiti                  |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Honduras               |
| ...                             | 15   | ...             | 43 <sup>z</sup>   | ...             | 819  | ...                | 2.1   | ...              | 22   | ...             | 87   | ...             | Jamaica                |
| 12                              | 15 <sup>z</sup>  | ...             | 30 <sup>z</sup>   | ...             | 1 510 <sup>z</sup>   | ...                | 1.6 <sup>z</sup>  | ...              | 15 <sup>z</sup>  | 86              | 88 <sup>z</sup>  | ...             | Mexico                 |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Montserrat             |
| ...                             | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Netherlands Antilles   |
| ...                             | 8 <sup>z</sup>   | ...             | 31 <sup>z</sup>   | ...             | 309 <sup>z</sup>   | ...                | 0.7 <sup>z</sup>  | ...              | 9 <sup>z</sup>   | ...             | 93   | ...             | Nicaragua              |
| 14                              | ...  | ...             | ...   | 1 229           | ...  | 1.5                | ...   | 19               | ...  | ...             | 99   | ...             | Panama                 |
| ...                             | 12 <sup>y</sup>  | 30              | 28 <sup>y</sup>   | 805             | 642 <sup>y</sup>   | 1.3                | 1.2 <sup>y</sup>  | 16               | 14 <sup>y</sup>  | ...             | 74 <sup>y</sup>  | ...             | Paraguay               |
| 7                               | 7  | 28              | 36  | 476             | 520  | 0.9                | 0.9   | 10               | 9  | 88              | 72   | ...             | Peru                   |
| ...                             | 8*,x   | ...             | ...   | ...             | 1 623 <sup>x</sup>   | ...                | 1.3 <sup>x</sup>  | ...              | 15 <sup>x</sup>  | ...             | 68   | ...             | Saint Kitts and Nevis  |

Table 11 (continued)

| Country or territory                    | Total public expenditure on education as % of GNP |                  | Total public expenditure on education as % of total government expenditure |                 | Public current expenditure on education as % of total public expenditure on education |                  | Public current expenditure on primary education as % of public current expenditure on education |                 | Public current expenditure on primary education per pupil (unit cost) at PPP in constant 2004 US\$ |                     | Public current expenditure on primary education as % of GNP |                  |
|---|---|------------------|--|-----------------|---|------------------|---|-----------------|--|---------------------|---|------------------|
|   | 1999  | 2005             | 1999   | 2005            | 1999  | 2005             | 1999  | 2005            | 1999   | 2005                | 1999  | 2005             |
| Saint Lucia                             | 8.0   | 6.2              | 21   | 17              | 79  | 90               | 53  | 40              | 1 151  | 909                 | 3.3   | 2.2              |
| St Vincent/Grenad.                      | 7.2   | 8.7              | ...  | 16              | ...   | 68               | ...   | 50              | ...  | 1 250               | ...   | 2.9              |
| Suriname                                | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| Trinidad and Tobago                     | 3.9   | ...              | 16   | ...             | 96  | ...              | 40  | ...             | 948  | ...                 | 1.5   | ...              |
| Turks and Caicos Islands                | ...   | ...              | 17   | 12              | 73  | 88               | 30  | 20              | ...  | ...                 | ...   | ...              |
| Uruguay                                 | 2.8   | 2.3 <sup>y</sup> | ...  | 8 <sup>y</sup>  | 92  | ...              | 32  | ...             | 736  | ...                 | 0.8   | ...              |
| Venezuela                               | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| <b>North America and Western Europe</b> |   |                  |  |                 |   |                  |   |                 |  |                     |   |                  |
| Andorra                                 | ...   | ...              | ...  | ...             | ...   | 97 <sup>z</sup>  | ...   | 29 <sup>z</sup> | ...  | ...                 | ...   | ...              |
| Austria                                 | 6.4   | 5.5 <sup>z</sup> | 12   | 11 <sup>z</sup> | 94  | 96 <sup>z</sup>  | 19  | 19 <sup>z</sup> | 7 021  | 7 023 <sup>z</sup>  | 1.1   | 1.0 <sup>z</sup> |
| Belgium                                 | ...   | 6.0 <sup>z</sup> | ...  | 12 <sup>z</sup> | ...   | 98 <sup>z</sup>  | ...   | 24 <sup>z</sup> | ...  | 6 127 <sup>z</sup>  | ...   | 1.4 <sup>z</sup> |
| Canada                                  | 6.0   | ...              | ...  | ...             | 98  | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| Cyprus                                  | 5.4   | 6.5 <sup>z</sup> | ...  | 14 <sup>z</sup> | 86  | 90 <sup>z</sup>  | 34  | 30 <sup>z</sup> | 3 831  | 5 113 <sup>z</sup>  | 1.6   | 1.7 <sup>z</sup> |
| Denmark                                 | 8.2   | 8.6 <sup>z</sup> | 15   | 15 <sup>z</sup> | ...   | 95 <sup>z</sup>  | ...   | 22 <sup>z</sup> | 7 054  | 7 358 <sup>z</sup>  | 1.6   | 1.8 <sup>z</sup> |
| Finland                                 | 6.3   | 6.6 <sup>z</sup> | 12   | 13 <sup>z</sup> | 94  | 92 <sup>z</sup>  | 21  | 20 <sup>z</sup> | 4 404  | 4 924 <sup>z</sup>  | 1.2   | 1.2 <sup>z</sup> |
| France                                  | 5.7   | 5.8 <sup>z</sup> | 11   | 11 <sup>z</sup> | 91  | 91 <sup>z</sup>  | 20  | 20 <sup>z</sup> | 4 280  | 4 837 <sup>z</sup>  | 1.1   | 1.0 <sup>z</sup> |
| Germany                                 | 4.5   | 4.7 <sup>y</sup> | 10   | 10 <sup>y</sup> | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| Greece                                  | 3.5   | 4.3 <sup>z</sup> | 7  | 8 <sup>z</sup>  | 78  | 79 <sup>z</sup>  | 25  | 25 <sup>z</sup> | 2 157  | 3 203 <sup>z</sup>  | 0.7   | 0.9 <sup>z</sup> |
| Iceland                                 | ...   | 8.3 <sup>y</sup> | ...  | 17 <sup>y</sup> | ...   | 93 <sup>y</sup>  | ...   | 35 <sup>y</sup> | ...  | 7 718 <sup>y</sup>  | ...   | 2.7 <sup>y</sup> |
| Ireland                                 | 5.0   | 5.6 <sup>z</sup> | 13   | 14 <sup>z</sup> | 91  | 94 <sup>z</sup>  | 32  | 33 <sup>z</sup> | 3 182  | 5 215 <sup>z</sup>  | 1.5   | 1.8 <sup>z</sup> |
| Israel                                  | 7.5   | 7.1 <sup>z</sup> | 14   | 14 <sup>y</sup> | 94  | 95 <sup>z</sup>  | 34  | 36 <sup>z</sup> | 4 765  | 4 996 <sup>z</sup>  | 2.4   | 2.4 <sup>z</sup> |
| Italy                                   | 4.8   | 4.7 <sup>z</sup> | 10   | 10 <sup>z</sup> | 94  | 95 <sup>z</sup>  | 26  | 25 <sup>z</sup> | 6 207  | 6 571 <sup>z</sup>  | 1.2   | 1.1 <sup>z</sup> |
| Luxembourg                              | 3.6   | ...              | 8  | ...             | ...   | ...              | ...   | ...             | ...  | 12 359 <sup>z</sup> | ...   | 1.5 <sup>z</sup> |
| Malta                                   | 4.9   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | 2 443 <sup>x</sup>  | ...   | 1.1 <sup>x</sup> |
| Monaco                                  | ...   | ...              | 5  | ...             | 92  | 91 <sup>z</sup>  | 18  | 17 <sup>z</sup> | ...  | ...                 | ...   | ...              |
| Netherlands                             | 4.8   | 5.5 <sup>z</sup> | 10   | 11 <sup>z</sup> | 96  | 93 <sup>z</sup>  | 26  | 27 <sup>z</sup> | 4 446  | 5 441 <sup>z</sup>  | 1.2   | 1.4 <sup>z</sup> |
| Norway                                  | 7.2   | 7.7 <sup>z</sup> | 16   | 17 <sup>z</sup> | 90  | 92 <sup>z</sup>  | 25  | 24 <sup>z</sup> | 6 267  | 7 013 <sup>z</sup>  | 1.6   | 1.7 <sup>z</sup> |
| Portugal                                | 5.7   | 5.8 <sup>z</sup> | 13   | 11 <sup>z</sup> | 93  | 98 <sup>z</sup>  | 31  | 32 <sup>z</sup> | 3 838  | 4 762 <sup>z</sup>  | 1.6   | 1.8 <sup>z</sup> |
| San Marino                              | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| Spain                                   | 4.4   | 4.4 <sup>y</sup> | 11   | 11 <sup>y</sup> | 91  | 90 <sup>y</sup>  | 28  | 27 <sup>y</sup> | 3 890  | 4 399 <sup>y</sup>  | 1.1   | 1.1 <sup>y</sup> |
| Sweden                                  | 7.5   | 7.3 <sup>z</sup> | 14   | 13 <sup>z</sup> | ...   | 100 <sup>z</sup> | ...   | 27 <sup>z</sup> | ...  | 7 664 <sup>z</sup>  | ...   | 2.0 <sup>z</sup> |
| Switzerland                             | 5.0   | 5.6 <sup>y</sup> | 15   | 13 <sup>y</sup> | 90  | 92 <sup>y</sup>  | 32  | 29 <sup>y</sup> | 6 635  | 7 193 <sup>y</sup>  | 1.4   | 1.5 <sup>y</sup> |
| United Kingdom                          | 4.6   | 5.4 <sup>y</sup> | 11   | 13 <sup>y</sup> | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| United States                           | 5.0   | 5.6 <sup>z</sup> | ...  | 15 <sup>y</sup> | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| <b>South and West Asia</b>              |   |                  |  |                 |   |                  |   |                 |  |                     |   |                  |
| Afghanistan                             | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| Bangladesh                              | 2.3   | 2.4              | 15   | 14              | 64  | 79               | 39  | 35              | 63   | 106                 | 0.6   | 0.7              |
| Bhutan                                  | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| India                                   | 4.0   | 3.8 <sup>z</sup> | 13   | 11 <sup>y</sup> | 98  | ...              | 30  | ...             | 264  | ...                 | 1.2   | ...              |
| Iran, Islamic Republic of               | 4.6   | 4.7              | 19   | 23              | 91  | 94               | ...   | 23              | ...  | 599                 | ...   | 1.0              |
| Maldives                                | ...   | 7.5              | ...  | 15              | ...   | 81               | ...   | 54              | ...  | ...                 | ...   | 3.3              |
| Nepal                                   | 2.9   | 3.4 <sup>y</sup> | 12   | 15 <sup>y</sup> | 74  | 77 <sup>y</sup>  | 53  | 49 <sup>y</sup> | 94   | 113 <sup>y</sup>    | 1.1   | 1.3 <sup>y</sup> |
| Pakistan                                | 2.6   | 2.4              | ...  | 11              | 89  | 78               | ...   | ...             | ...  | ...                 | ...   | ...              |
| Sri Lanka                               | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| <b>Sub-Saharan Africa</b>               |   |                  |  |                 |   |                  |   |                 |  |                     |   |                  |
| Angola                                  | 3.4   | ...              | 6  | ...             | 89  | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| Benin                                   | 2.5   | 3.5              | ...  | 14              | 94  | 82 <sup>z</sup>  | ...   | 50 <sup>z</sup> | ...  | 116                 | ...   | 1.7              |
| Botswana                                | ...   | 11.0             | ...  | 22              | ...   | 78               | ...   | 25              | ...  | 1 118               | ...   | 2.1              |
| Burkina Faso                            | ...   | 4.7              | ...  | 17              | ...   | 96               | ...   | 71              | ...  | 396                 | ...   | 3.2              |
| Burundi                                 | 3.5   | 5.2              | ...  | 18              | 94  | 98               | 39  | 52              | 76   | 120                 | 1.3   | 2.7              |
| Cameroon                                | 2.4   | 1.8 <sup>*</sup> | 10   | 9 <sup>*</sup>  | ...   | 85 <sup>*</sup>  | ...   | 68 <sup>*</sup> | 154  | 112 <sup>*</sup>    | 1.2   | 1.1              |
| Cape Verde                              | ...   | 7.2              | ...  | 25              | ...   | 85               | ...   | 52              | ...  | 1 142               | ...   | 3.2              |
| Central African Republic                | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | 129                 | ...   | 1.1              |
| Chad                                    | 1.7   | 2.5              | ...  | 10              | ...   | 50               | ...   | 48              | ...  | 67                  | ...   | 0.6              |
| Comoros                                 | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| Congo                                   | 6.0   | 2.8              | 22   | 8               | 93  | 91               | 36  | 27              | 169  | 37                  | 2.0   | 0.7              |
| Côte d'Ivoire                           | 5.6   | ...              | ...  | ...             | 74  | ...              | 43  | ...             | 262  | ...                 | 1.8   | 0.1              |
| D. R. Congo                             | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                 | ...   | ...              |
| Equatorial Guinea                       | ...   | ...              | ...  | 4 <sup>y</sup>  | ...   | 90 <sup>y</sup>  | ...   | ...             | ...  | ...                 | ...   | ...              |
| Eritrea                                 | 5.3   | 5.4              | ...  | ...             | 70  | 73               | ...   | 25              | ...  | 111                 | ...   | 1.0              |

Table 11

|                                  | Public current expenditure on primary education per pupil as % of GNP per capita |                 | Public current expenditure on secondary education as % of public current expenditure on education |                 | Public current expenditure on secondary education per pupil (unit cost) at PPP in constant 2004 US\$ |                    | Public current expenditure on secondary education as % of GNP |                  | Public current expenditure on secondary education per pupil as % of GNP per capita |                 | Primary teachers' compensation as % of public current expenditure on primary education |                 | Country or territory      |
|----------------------------------|--|-----------------|---|-----------------|--|--------------------|---|------------------|--|-----------------|--|-----------------|---------------------------|
|                                  | 1999   | 2005            | 1999  | 2005            | 1999   | 2005               | 1999  | 2005             | 1999   | 2005            | 1999   | 2005            |                           |
|                                  | 20   | 16              | 33  | 30              | 1540   | 1166               | 2.0   | 1.7              | 27   | 20              | 88   | 83              | Saint Lucia               |
|                                  | ...  | 20              | ...   | 30              | ...  | 1258               | ...   | 1.7              | ...  | 20              | ...  | 85              | St Vincent/Grenad.        |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Suriname                  |
|                                  | 11   | ...             | 31  | ...             | 1089   | ...                | 1.2   | ...              | 13   | ...             | 78   | ...             | Trinidad and Tobago       |
|                                  | ...  | ...             | 40  | 30              | ...  | ...                | ...   | ...              | ...  | ...             | 63   | ...             | Turks and Caicos Islands  |
|                                  | 8  | ...             | 37  | ...             | 1081   | ...                | 1.0   | ...              | 11   | ...             | 71   | 45 <sup>Y</sup> | Uruguay                   |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Venezuela                 |
| North America and Western Europe |  |                 |   |                 |  |                    |   |                  |  |                 |  |                 |                           |
|                                  | ...  | ...             | ...   | 19 <sup>2</sup> | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Andorra                   |
|                                  | 23   | 22 <sup>2</sup> | 45  | 48 <sup>2</sup> | 8655   | 8603 <sup>2</sup>  | 2.7   | 2.5 <sup>2</sup> | 29   | 27 <sup>2</sup> | 71   | 68 <sup>2</sup> | Austria                   |
|                                  | ...  | 19 <sup>2</sup> | ...   | 43 <sup>2</sup> | ...  | 10364 <sup>2</sup> | ...   | 2.5 <sup>2</sup> | ...  | 33 <sup>2</sup> | ...  | 66 <sup>2</sup> | Belgium                   |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Canada                    |
|                                  | 19   | 23 <sup>2</sup> | 53  | 50 <sup>2</sup> | 6047   | 8323 <sup>2</sup>  | 2.4   | 2.9 <sup>2</sup> | 30   | 37 <sup>2</sup> | ...  | 79 <sup>2</sup> | Cyprus                    |
|                                  | 24   | 23 <sup>2</sup> | ...   | 35 <sup>2</sup> | 11119  | 10888 <sup>2</sup> | 3.0   | 2.9 <sup>2</sup> | 37   | 34 <sup>2</sup> | 49   | 52 <sup>2</sup> | Denmark                   |
|                                  | 17   | 17 <sup>2</sup> | 39  | 41 <sup>2</sup> | 6545   | 8948 <sup>2</sup>  | 2.3   | 2.4 <sup>2</sup> | 25   | 30 <sup>2</sup> | 59   | 58 <sup>2</sup> | Finland                   |
|                                  | 16   | 16 <sup>2</sup> | 50  | 48 <sup>2</sup> | 6997   | 7680 <sup>2</sup>  | 2.6   | 2.5 <sup>2</sup> | 26   | 26 <sup>2</sup> | ...  | 55 <sup>2</sup> | France                    |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Germany                   |
|                                  | 12   | 14 <sup>2</sup> | 38  | 36 <sup>2</sup> | 2685   | 4327 <sup>2</sup>  | 1.0   | 1.2 <sup>2</sup> | 15   | 19 <sup>2</sup> | ...  | ...             | Greece                    |
|                                  | ...  | 25 <sup>Y</sup> | ...   | 34 <sup>Y</sup> | ...  | 6753 <sup>Y</sup>  | ...   | 2.6 <sup>Y</sup> | ...  | 22 <sup>Y</sup> | ...  | ...             | Iceland                   |
|                                  | 12   | 16 <sup>2</sup> | 37  | 35 <sup>2</sup> | 4790   | 7807 <sup>2</sup>  | 1.7   | 1.9 <sup>2</sup> | 18   | 24 <sup>2</sup> | 83   | 77 <sup>2</sup> | Ireland                   |
|                                  | 20   | 21 <sup>2</sup> | 30  | 30 <sup>2</sup> | 5343   | 5282 <sup>2</sup>  | 2.1   | 2.0 <sup>2</sup> | 23   | 22 <sup>2</sup> | ...  | ...             | Israel                    |
|                                  | 24   | 23 <sup>2</sup> | 47  | 47 <sup>2</sup> | 7147   | 7556 <sup>2</sup>  | 2.1   | 2.1 <sup>2</sup> | 27   | 27 <sup>2</sup> | ...  | 60 <sup>2</sup> | Italy                     |
|                                  | ...  | 20 <sup>2</sup> | ...   | ...             | ...  | 13977 <sup>2</sup> | ...   | 1.8 <sup>2</sup> | ...  | 23 <sup>2</sup> | ...  | 75 <sup>2</sup> | Luxembourg                |
|                                  | ...  | 13 <sup>X</sup> | ...   | ...             | ...  | 4244 <sup>X</sup>  | ...   | 2.0 <sup>X</sup> | ...  | 22 <sup>X</sup> | ...  | ...             | Malta                     |
|                                  | ...  | ...             | 51  | 46 <sup>2</sup> | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Monaco                    |
|                                  | 15   | 17 <sup>2</sup> | 39  | 40 <sup>2</sup> | 6388   | 7495 <sup>2</sup>  | 1.8   | 2.1 <sup>2</sup> | 21   | 24 <sup>2</sup> | ...  | ...             | Netherlands               |
|                                  | 17   | 18 <sup>2</sup> | 32  | 35 <sup>2</sup> | 8816   | 10914 <sup>2</sup> | 2.1   | 2.5 <sup>2</sup> | 24   | 28 <sup>2</sup> | ...  | ...             | Norway                    |
|                                  | 20   | 25 <sup>2</sup> | 44  | 41 <sup>2</sup> | 5233   | 7035 <sup>2</sup>  | 2.3   | 2.3 <sup>2</sup> | 28   | 37 <sup>2</sup> | ...  | 87 <sup>2</sup> | Portugal                  |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | San Marino                |
|                                  | 17   | 18 <sup>Y</sup> | 47  | 41 <sup>Y</sup> | 5141   | 5416 <sup>Y</sup>  | 1.9   | 1.6 <sup>Y</sup> | 23   | 22 <sup>Y</sup> | 78   | 76 <sup>Y</sup> | Spain                     |
|                                  | ...  | 26 <sup>2</sup> | ...   | 37 <sup>2</sup> | ...  | 10299 <sup>2</sup> | ...   | 2.7 <sup>2</sup> | ...  | 34 <sup>2</sup> | 50   | 54 <sup>2</sup> | Sweden                    |
|                                  | 19   | 20 <sup>Y</sup> | 40  | 37 <sup>Y</sup> | 8253   | 8793 <sup>Y</sup>  | 1.8   | 1.9 <sup>Y</sup> | 24   | 25 <sup>Y</sup> | 72   | 72 <sup>Y</sup> | Switzerland               |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | 52   | 50 <sup>Y</sup> | United Kingdom            |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | 56   | 55 <sup>2</sup> | United States             |
| South and West Asia              |  |                 |   |                 |  |                    |   |                  |  |                 |  |                 |                           |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Afghanistan               |
|                                  | 4  | 5               | 42  | 47              | 137  | 243                | 0.6   | 0.9              | 8  | 12              | ...  | ...             | Bangladesh                |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Bhutan                    |
|                                  | 10   | ...             | 38  | ...             | 532  | ...                | 1.5   | ...              | 21   | ...             | 79   | 80 <sup>2</sup> | India                     |
|                                  | ...  | 9               | ...   | 35              | ...  | 672                | ...   | 1.5              | ...  | 10              | ...  | ...             | Iran, Islamic Republic of |
|                                  | ...  | 19              | ...   | 22              | ...  | ...                | ...   | 1.3              | ...  | 15 <sup>2</sup> | ...  | ...             | Maldives                  |
|                                  | 7  | 8 <sup>Y</sup>  | 29  | 28 <sup>Y</sup> | 147  | 136 <sup>Y</sup>   | 0.6   | 0.7 <sup>Y</sup> | 11   | 10 <sup>Y</sup> | ...  | ...             | Nepal                     |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Pakistan                  |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Sri Lanka                 |
| Sub-Saharan Africa               |  |                 |   |                 |  |                    |   |                  |  |                 |  |                 |                           |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Angola                    |
|                                  | ...  | 11              | ...   | 28 <sup>2</sup> | ...  | ...                | ...   | 1.0 <sup>2</sup> | ...  | 24 <sup>2</sup> | ...  | ...             | Benin                     |
|                                  | ...  | 11              | ...   | 41              | ...  | 3602               | ...   | 3.5              | ...  | 37              | ...  | ...             | Botswana                  |
|                                  | ...  | 33              | ...   | 10              | ...  | 250                | ...   | 0.5              | ...  | 21              | ...  | ...             | Burkina Faso              |
|                                  | 12   | 19              | 37  | 33              | ...  | 453                | 1.2   | 1.7              | ...  | 73              | ...  | ...             | Burundi                   |
|                                  | 8  | 6 <sup>*</sup>  | ...   | 8 <sup>*</sup>  | 335  | 31 <sup>*</sup>    | 0.8   | 0.1              | 17   | 2 <sup>*</sup>  | ...  | ...             | Cameroon                  |
|                                  | ...  | 20              | ...   | 35              | ...  | 1215               | ...   | 2.1              | ...  | 21              | ...  | 96 <sup>*</sup> | Cape Verde                |
|                                  | ...  | 12              | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Central African Republic  |
|                                  | ...  | 5               | ...   | 29              | ...  | 220                | ...   | 0.4              | ...  | 15              | ...  | ...             | Chad                      |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Comoros                   |
|                                  | 24   | 5               | 24  | 41              | ...  | ...                | 1.3   | 1.1              | ...  | ...             | ...  | ...             | Congo                     |
|                                  | 16   | ...             | 36  | ...             | 711  | ...                | 1.5   | 0.5              | 42   | ...             | ...  | ...             | Côte d'Ivoire             |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | D. R. Congo               |
|                                  | ...  | ...             | ...   | ...             | ...  | ...                | ...   | ...              | ...  | ...             | ...  | ...             | Equatorial Guinea         |
|                                  | ...  | 11              | ...   | 9               | ...  | 75                 | ...   | 0.4              | ...  | 8               | ...  | ...             | Eritrea                   |

Table 11 (continued)

| Country or territory        | Total public expenditure on education as % of GNP |                  | Total public expenditure on education as % of total government expenditure |                 | Public current expenditure on education as % of total public expenditure on education |                  | Public current expenditure on primary education as % of public current expenditure on education |                 | Public current expenditure on primary education per pupil (unit cost) at PPP in constant 2004 US\$ |                    | Public current expenditure on primary education as % of GNP |                  |
|-----------------------------|---|------------------|--|-----------------|---|------------------|---|-----------------|--|--------------------|---|------------------|
|                             | 1999  | 2005             | 1999   | 2005            | 1999  | 2005             | 1999  | 2005            | 1999   | 2005               | 1999  | 2005             |
| Ethiopia                    | 3.6   | <b>6.1</b>       | ...  | <b>18</b>       | ...   | <b>65</b>        | ...   | <b>51</b>       | ...  | ...                | ...   | <b>2.0</b>       |
| Gabon                       | 3.8   | ...              | ...  | ...             | 87  | ...              | ...   | ...             | ...  | ...                | ...   | ...              |
| Gambia                      | 3.1   | 2.1 <sup>z</sup> | 14   | ...             | 87  | 86 <sup>y</sup>  | ...   | ...             | ...  | ...                | ...   | ...              |
| Ghana                       | 4.2   | 5.5              | ...  | ...             | ...   | 86               | ...   | 34              | ...  | 283                | ...   | 1.6              |
| Guinea                      | 2.1   | 2.1              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                | ...   | ...              |
| Guinea-Bissau               | 5.6   | ...              | 12   | ...             | 41  | ...              | ...   | ...             | ...  | ...                | ...   | ...              |
| Kenya                       | 5.4   | 6.8 <sup>z</sup> | ...  | 29 <sup>z</sup> | 95  | 92 <sup>z</sup>  | ...   | 63 <sup>z</sup> | ...  | 240 <sup>z</sup>   | ...   | 4.0 <sup>z</sup> |
| Lesotho                     | 10.2  | 10.8             | 26   | 30              | 74  | 85               | 43  | 39              | 441  | 476                | 3.2   | 3.6              |
| Liberia                     | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                | ...   | ...              |
| Madagascar                  | 2.5   | 3.2              | ...  | 25              | ...   | 84               | ...   | 47              | ...  | 58                 | ...   | 1.3              |
| Malawi                      | 4.7   | 5.9 <sup>y</sup> | 25   | ...             | 82  | 82 <sup>y</sup>  | ...   | 63 <sup>y</sup> | ...  | 88 <sup>y</sup>    | ...   | 3.0 <sup>y</sup> |
| Mali                        | 3.0   | 4.5              | ...  | 15              | 90  | 81               | 49  | ...             | 131  | ...                | 1.33  | ...              |
| Mauritius                   | 4.2   | 4.5              | 18   | 14              | 91  | 84               | 32  | 30              | 1 046  | 1 311              | 1.2   | 1.1              |
| Mozambique                  | 2.5   | 3.9 <sup>z</sup> | ...  | 19 <sup>z</sup> | ...   | 94 <sup>z</sup>  | ...   | 70 <sup>z</sup> | ...  | 165 <sup>z</sup>   | ...   | 2.6 <sup>z</sup> |
| Namibia                     | 7.9   | 6.8 <sup>y</sup> | ...  | ...             | 94  | ...              | 59  | ...             | 1 444  | 911 <sup>y</sup>   | 4.4   | 3.9 <sup>y</sup> |
| Niger                       | 2.1   | 2.3 <sup>z</sup> | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                | ...   | ...              |
| Nigeria                     | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                | ...   | ...              |
| Rwanda                      | ...   | 3.9              | ...  | 12              | ...   | 92               | ...   | 54              | ...  | 128                | ...   | 1.9              |
| Sao Tome and Principe       | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                | ...   | ...              |
| Senegal                     | 3.5   | 5.5              | ...  | 19              | ...   | 83               | ...   | 48              | ...  | 305                | ...   | 2.2              |
| Seychelles                  | 5.5   | 5.7 <sup>z</sup> | ...  | ...             | ...   | 93 <sup>z</sup>  | ...   | 31 <sup>z</sup> | ...  | 2 443 <sup>z</sup> | ...   | 1.6 <sup>z</sup> |
| Sierra Leone                | ...   | ...              | ...  | ...             | ...   | ...              | ...   | 52 <sup>y</sup> | ...  | ...                | ...   | 2.3 <sup>y</sup> |
| Somalia                     | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                | ...   | ...              |
| South Africa                | 6.2   | 5.5              | 22   | 18              | 98  | 97               | 45  | 43              | 1 470*   | 1 443              | 2.7   | 2.3              |
| Swaziland                   | 5.7   | 6.2 <sup>z</sup> | ...  | ...             | 100   | 100 <sup>z</sup> | 33  | 38 <sup>z</sup> | 430  | 472 <sup>z</sup>   | 1.9   | 2.3 <sup>z</sup> |
| Togo                        | 4.3   | ...              | 26   | ...             | 97  | ...              | 43  | ...             | 155  | ...                | 1.8   | ...              |
| Uganda                      | ...   | 5.3 <sup>z</sup> | ...  | 18 <sup>z</sup> | ...   | 75 <sup>z</sup>  | ...   | 62 <sup>z</sup> | ...  | 106 <sup>z</sup>   | ...   | 2.5 <sup>z</sup> |
| United Republic of Tanzania | 2.2   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                | ...   | ...              |
| Zambia                      | 2.0   | 2.2              | ...  | 15 <sup>z</sup> | ...   | 99               | ...   | 59              | ...  | 54                 | ...   | 1.3              |
| Zimbabwe                    | ...   | ...              | ...  | ...             | ...   | ...              | ...   | ...             | ...  | ...                | ...   | ...              |

|                            |     |     |     |     |     |     |     |     |       |       |     |     |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-------|-------|-----|-----|
| World <sup>1</sup>         | 4.5 | 4.9 | ... | 14  | ... | 92  | ... | 34  | ...   | 985   | ... | 1.5 |
| Countries in transition    | 3.7 | 3.6 | ... | 18  | ... | ... | ... | ... | ...   | ...   | ... | ... |
| Developed countries        | 5.0 | 5.5 | 11  | 13  | ... | 94  | ... | 25  | ...   | 4 762 | ... | 1.2 |
| Developing countries       | 4.4 | 4.7 | ... | ... | ... | 89  | ... | ... | ...   | ...   | ... | 1.8 |
| Arab States                | ... | ... | ... | ... | ... | ... | ... | ... | ...   | 960   | ... | 1.9 |
| Central and Eastern Europe | 4.3 | 4.9 | ... | 13  | ... | 94  | ... | 18  | ...   | 2 053 | ... | 0.8 |
| Central Asia               | 3.7 | 3.2 | ... | ... | ... | ... | ... | ... | ...   | ...   | ... | ... |
| East Asia and the Pacific  | 4.8 | ... | ... | ... | ... | ... | ... | ... | ...   | ...   | ... | ... |
| East Asia                  | 3.5 | 3.0 | 11  | ... | ... | ... | ... | ... | ...   | ...   | ... | ... |
| Pacific                    | 6.4 | ... | ... | ... | ... | ... | ... | ... | ...   | ...   | ... | ... |
| Latin America/Caribbean    | 4.7 | 5.0 | 16  | 13  | ... | 93  | ... | 40  | ...   | ...   | ... | 1.8 |
| Caribbean                  | ... | ... | ... | 15  | ... | 87  | ... | 35  | ...   | ...   | ... | ... |
| Latin America              | 4.5 | 4.0 | 15  | 13  | 93  | 96  | ... | 46  | 862   | 598   | 1.6 | 1.5 |
| N. America/W. Europe       | 5.0 | 5.7 | 12  | 13  | 92  | 93  | 26  | 27  | 4 425 | 5 441 | 1.3 | 1.5 |
| South and West Asia        | 2.9 | 3.6 | ... | 15  | 89  | 79  | ... | ... | ...   | ...   | ... | ... |
| Sub-Saharan Africa         | 3.7 | 5.0 | ... | ... | ... | 86  | ... | 50  | ...   | 165   | ... | 2.1 |

1. All regional values shown are medians.  
Data in italic are UIS estimates.  
Data in bold are for 2006.

(z) Data are for 2004.  
(y) Data are for 2003.  
(x) Data are for 2002.  
(\*) National estimates.

Table 11

|     | Public current expenditure on primary education per pupil as % of GNP per capita |      | Public current expenditure on secondary education as % of public current expenditure on education |        | Public current expenditure on secondary education per pupil (unit cost) at PPP in constant 2004 US\$ |      | Public current expenditure on secondary education as % of GNP |      | Public current expenditure on secondary education per pupil as % of GNP per capita |      | Primary teachers' compensation as % of public current expenditure on primary education |                 | Country or territory        |
|-----|--|------|---|--------|--|------|---|------|--|------|--|-----------------|-----------------------------|
|     | 1999   | 2005 | 1999  | 2005   | 1999   | 2005 | 1999  | 2005 | 1999   | 2005 | 1999   | 2005            |                             |
| ... | ...  | 16   | ...   | 10     | ...  | ...  | ...   | 0.4  | ...  | 6    | ...  | ...             | Ethiopia                    |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | ...             | Gabon                       |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | 75 <sup>z</sup> | Gambia                      |
| ... | 12   | ...  | 37  | ...    | 668  | ...  | 1.8   | ...  | 29   | ...  | ...  | ...             | Ghana                       |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | ...             | Guinea                      |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | ...             | Guinea-Bissau               |
| ... | 22 <sup>z</sup>  | ...  | 25 <sup>z</sup>   | ...    | 254 <sup>z</sup>   | ...  | 1.6 <sup>z</sup>  | ...  | 24 <sup>z</sup>  | ...  | ...  | ...             | Kenya                       |
| 15  | 15   | 24   | 18  | 1 288  | 1 069  | 1.8  | 1.7   | 45   | 34   | 84   | ...  | ...             | Lesotho                     |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | ...             | Liberia                     |
| ... | 7  | ...  | 23  | ...    | ...  | ...  | 0.6   | ...  | ...  | ...  | ...  | ...             | Madagascar                  |
| ... | 13 <sup>y</sup>  | ...  | 10 <sup>y</sup>   | ...    | 78 <sup>y</sup>  | ...  | 0.5 <sup>y</sup>  | ...  | 12 <sup>y</sup>  | ...  | ...  | ...             | Malawi                      |
| 16  | ...  | 34   | ...   | 398    | ...  | 0.9  | ...   | 48   | ...  | ...  | ...  | ...             | Mali                        |
| 11  | 11   | 37   | 41  | 1 544  | 1 853  | 1.4  | 1.6   | 16   | 16   | ...  | ...  | ...             | Mauritius                   |
| ... | 14 <sup>z</sup>  | ...  | 17 <sup>z</sup>   | ...    | 568 <sup>z</sup>   | ...  | 0.6 <sup>z</sup>  | ...  | 48 <sup>z</sup>  | ...  | 93 <sup>z</sup>  | ...             | Mozambique                  |
| 21  | 19 <sup>y</sup>  | 28   | ...   | 2 358  | 1 100 <sup>y</sup>   | 2.1  | 1.6 <sup>y</sup>  | 34   | 23 <sup>y</sup>  | ...  | ...  | ...             | Namibia                     |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | ...             | Niger                       |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | ...             | Nigeria                     |
| ... | 10   | ...  | 11  | ...    | 214  | ...  | 0.4   | ...  | 17   | ...  | ...  | ...             | Rwanda                      |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | ...             | Sao Tome and Principe       |
| ... | 18   | ...  | 28  | ...    | 624  | ...  | 1.3   | ...  | 36   | ...  | ...  | ...             | Senegal                     |
| ... | 15 <sup>z</sup>  | ...  | 30 <sup>z</sup>   | ...    | 2 879 <sup>z</sup>   | ...  | 1.6 <sup>z</sup>  | ...  | 18 <sup>z</sup>  | ...  | 62 <sup>y</sup>  | ...             | Seychelles                  |
| ... | ...  | ...  | 27 <sup>y</sup>   | ...    | ...  | ...  | 1.2 <sup>y</sup>  | ...  | ...  | ...  | ...  | ...             | Sierra Leone                |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | ...             | Somalia                     |
| 14* | 14   | 34   | 33  | 2 068* | 1 823  | 2.0  | 1.8   | 20*  | 17   | ...  | 84   | ...             | South Africa                |
| 9   | 12 <sup>z</sup>  | 27   | 28 <sup>z</sup>   | 1 216  | 1 172 <sup>z</sup>   | 1.5  | 1.7 <sup>z</sup>  | 25   | 31 <sup>z</sup>  | ...  | ...  | ...             | Swaziland                   |
| 10  | ...  | 34   | ...   | 498    | ...  | 1.4  | ...   | 31   | ...  | 79   | ...  | ...             | Togo                        |
| ... | 9 <sup>z</sup>   | ...  | 20 <sup>z</sup>   | ...    | 362 <sup>z</sup>   | ...  | 0.8 <sup>z</sup>  | ...  | 30 <sup>z</sup>  | ...  | ...  | ...             | Uganda                      |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | ...             | United Republic of Tanzania |
| ... | 6  | ...  | 15  | ...    | 83   | ...  | 0.3   | ...  | 9  | ...  | 93 <sup>z</sup>  | ...             | Zambia                      |
| ... | ...  | ...  | ...   | ...    | ...  | ...  | ...   | ...  | ...  | ...  | ...  | ...             | Zimbabwe                    |

|     |     |     |     |       |       |     |     |     |     |     |     |                            |
|-----|-----|-----|-----|-------|-------|-----|-----|-----|-----|-----|-----|----------------------------|
| ... | 14  | ... | 35  | ...   | ...   | ... | 1.7 | ... | 20  | ... | ... | World <sup>1</sup>         |
| ... | ... | ... | ... | ...   | ...   | ... | ... | ... | ... | ... | ... | Countries in transition    |
| ... | 19  | ... | 42  | 5 233 | 5 904 | ... | 2.2 | ... | 24  | ... | ... | Developed countries        |
| ... | ... | ... | ... | ...   | ...   | ... | 1.5 | ... | ... | ... | ... | Developing countries       |
| ... | 12  | ... | ... | ...   | 1 551 | ... | 1.6 | ... | 17  | ... | ... | Arab States                |
| ... | 17  | ... | 47  | ...   | 2 647 | ... | 2.2 | ... | 22  | ... | ... | Central and Eastern Europe |
| ... | ... | ... | ... | ...   | ...   | ... | ... | ... | ... | ... | ... | Central Asia               |
| ... | ... | ... | ... | ...   | ...   | ... | ... | ... | ... | ... | ... | East Asia and the Pacific  |
| ... | ... | ... | ... | ...   | ...   | ... | ... | ... | ... | ... | ... | East Asia                  |
| ... | ... | ... | ... | ...   | ...   | ... | ... | ... | ... | ... | ... | Pacific                    |
| ... | 13  | ... | 32  | ...   | ...   | ... | 1.5 | ... | 14  | ... | ... | Latin America/Caribbean    |
| ... | ... | ... | 31  | ...   | ...   | ... | ... | ... | ... | ... | ... | Caribbean                  |
| 12  | 12  | ... | 33  | 1 081 | 642   | 1.3 | 1.4 | 15  | 13  | ... | 75  | Latin America              |
| 18  | 20  | 42  | 40  | 6 467 | 7 807 | 2.1 | 2.3 | 25  | 26  | ... | 66  | N. America/W. Europe       |
| ... | ... | ... | ... | ...   | ...   | ... | ... | ... | ... | ... | ... | South and West Asia        |
| ... | 12  | ... | 27  | ...   | ...   | ... | 1.1 | ... | 21  | ... | ... | Sub-Saharan Africa         |



Table 12  
Trends in basic or proxy indicators to measure EFA goals 1, 2, 3, 4 and 5

| Country or territory                  | GOAL 1  |       |                   | GOAL 2  |           |           |           |                 |                   | GOAL 3                                 |           |                        |           |
|---------------------------------------|---|-------|-------------------|---|-----------|-----------|-----------|-----------------|-------------------|--|-----------|------------------------|-----------|
|                                       | Early childhood care and education                          |       |                   | Universal primary education                       |           |           |           |                 |                   | Learning needs of all youth and adults |           |                        |           |
|                                       | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION (%) |       |                   | NET ENROLMENT RATIO (NER)<br>IN PRIMARY EDUCATION |           |           |           |                 |                   | YOUTH LITERACY RATE<br>(15-24)         |           |                        |           |
|                                       | School year ending in                                       |       |                   | School year ending in                             |           |           |           |                 |                   | 1985-1994 <sup>1</sup>                 |           | 1995-2004 <sup>1</sup> |           |
|                                       | Total   | Total | Total             | Total (%)   | GPI (F/M) | Total (%) | GPI (F/M) | Total (%)       | GPI (F/M)         | Total (%)                              | GPI (F/M) | Total (%)              | GPI (F/M) |
| Arab States                           |   |       |                   |   |           |           |           |                 |                   |  |           |                        |           |
| Algeria                               | ...   | 3     | 6.0               | 89  | 0.88      | 91        | 0.96      | 97              | 0.98              | 74                                     | 0.72*     | 90                     | 0.92*     |
| Bahrain                               | 29  | 35    | 46.8              | 99  | 1.00      | 96        | 1.02      | 97              | 1.00              | 97                                     | 0.99*     | 97                     | 1.00*     |
| Djibouti                              | 0.6   | 0.4   | 1.0               | 29  | 0.72      | 28        | 0.73      | 33              | 0.81              | ...                                    | ...       | ...                    | ...       |
| Egypt                                 | 6   | 11    | 16.2              | 84  | 0.84      | 93        | 0.93      | 94              | 0.95              | 63                                     | 0.76*     | 85                     | 0.88*     |
| Iraq                                  | 7   | 5     | 5.7               | 94  | 0.88      | 85        | 0.85      | 88              | 0.86              | ...                                    | ...       | 85                     | 0.91*     |
| Jordan                                | 20  | 29    | 30.7              | 94  | 1.01      | 92        | 1.01      | 89              | 1.02              | ...                                    | ...       | 99                     | 1.00*     |
| Kuwait                                | 31  | 79    | 72.9              | 49  | 0.93      | 87        | 1.01      | 87              | 0.99              | 87                                     | 0.93*     | 100                    | 1.00*     |
| Lebanon                               | ...   | 67    | 74.1              | 73  | 0.97      | 94        | 0.96      | 92              | 0.99              | ...                                    | ...       | ...                    | ...       |
| Libyan Arab Jamahiriya                | ...   | 5     | 7.6               | 96  | 0.96      | ...       | ...       | ...             | ...               | 95                                     | 0.92      | 98                     | 0.97      |
| Mauritania                            | ...   | ...   | 1.7               | 35  | 0.74      | 63        | 0.94      | 72              | 1.00              | ...                                    | ...       | 61                     | 0.82*     |
| Morocco                               | 60  | 62    | 53.6              | 56  | 0.70      | 72        | 0.86      | 86              | 0.94              | 58                                     | 0.64*     | 70                     | 0.75*     |
| Oman                                  | 3   | 6     | 8.0               | 69  | 0.95      | 80        | 1.00      | 73              | 1.02              | ...                                    | ...       | 97                     | 0.99*     |
| Palestinian A. T.                     | 14  | 40    | 30.1              | ...   | ...       | 97        | 1.01      | 80              | 0.99              | ...                                    | ...       | 99                     | 1.00*     |
| Qatar                                 | 28  | 25    | 36.5              | 89  | 0.98      | 94        | 1.01      | 96              | 1.00              | 90                                     | 1.03*     | 96                     | 1.03*     |
| Saudi Arabia                          | 7   | ...   | 10.0              | 59  | 0.81      | ...       | ...       | 78              | 1.03              | 88                                     | 0.86*     | 96                     | 0.98*     |
| Sudan <sup>2</sup>                    | 18  | 20    | 25.5              | 40  | 0.75      | ...       | ...       | ...             | ...               | ...                                    | ...       | 77                     | 0.84*     |
| Syrian Arab Republic                  | 6   | 8     | 10.4              | 91  | 0.91      | 92        | 0.93      | ...             | ...               | ...                                    | ...       | 92                     | 0.95*     |
| Tunisia                               | 8   | 14    | 21.7 <sup>y</sup> | 94  | 0.92      | 94        | 0.98      | 97              | 1.01              | ...                                    | ...       | 94                     | 0.96*     |
| United Arab Emirates                  | 55  | 63    | 64.3              | 103   | 0.98      | 79        | 0.99      | 71              | 0.97              | 94                                     | 0.96      | 97                     | 0.98      |
| Yemen                                 | 0.7   | 1     | 0.9               | 51  | 0.38      | 57        | 0.59      | 75 <sup>z</sup> | 0.73 <sup>z</sup> | 60                                     | 0.43*     | 75                     | 0.65      |
| Central and Eastern Europe            |   |       |                   |   |           |           |           |                 |                   |  |           |                        |           |
| Albania                               | 57  | 44    | 49.5 <sup>z</sup> | 95  | 1.01      | 99        | 0.99      | 94 <sup>z</sup> | 1.00 <sup>z</sup> | ...                                    | ...       | 99                     | 1.00*     |
| Belarus                               | 82  | 80    | 104.7             | 86  | 0.95      | ...       | ...       | 89              | 0.97              | 100                                    | 1.00*     | 100                    | 1.00*     |
| Bosnia and Herzegovina                | ...   | ...   | ...               | ...   | ...       | ...       | ...       | ...             | ...               | ...                                    | ...       | 100                    | 1.00*     |
| Bulgaria                              | 90  | 69    | 79.0              | 86  | 0.99      | 97        | 0.98      | 93              | 0.99              | ...                                    | ...       | 98                     | 1.00*     |
| Croatia                               | 28  | 40    | 46.5 <sup>y</sup> | 79  | 1.00      | 85        | 0.98      | 87 <sup>y</sup> | 0.99 <sup>y</sup> | 100                                    | 1.00*     | 100                    | 1.00*     |
| Czech Republic                        | 92  | 94    | 109.4             | 87  | 1.00      | 97        | 1.00      | 92              | 1.02              | ...                                    | ...       | ...                    | ...       |
| Estonia                               | 72  | 90    | 110.9             | 100   | 0.99      | 96        | 0.98      | 95              | 0.99              | 100                                    | 1.00*     | 100                    | 1.00*     |
| Hungary                               | 109   | 80    | 83.0              | 91  | 1.01      | 88        | 0.99      | 89              | 0.98              | ...                                    | ...       | ...                    | ...       |
| Latvia                                | 43  | 53    | 84.2              | 92  | 0.99      | ...       | ...       | 88              | 1.03              | 100                                    | 1.00*     | 100                    | 1.00*     |
| Lithuania                             | 58  | 51    | 67.6              | ...   | ...       | 95        | 0.99      | 89              | 1.00              | 100                                    | 1.00*     | 100                    | 1.00*     |
| Poland                                | 48  | 50    | 54.3              | 97  | 1.00      | 96        | 1.00      | 96              | 1.00              | ...                                    | ...       | ...                    | ...       |
| Republic of Moldova <sup>3, 4</sup>   | 72  | 46    | 62.4              | 89  | 0.99      | 88        | ...       | 86              | 0.99              | 100                                    | 1.00*     | 100                    | 1.00      |
| Romania                               | 71  | 63    | 75.4              | 81  | 1.00      | 96        | 0.99      | 93              | 0.99              | 99                                     | 1.00*     | 98                     | 1.00*     |
| Russian Federation <sup>5</sup>       | 73  | 67    | 83.9              | 99  | 1.00      | ...       | ...       | 92              | 1.01              | 100                                    | 1.00*     | 100                    | 1.00*     |
| Serbia and Montenegro <sup>2, 3</sup> | ...   | 44    | ...               | ...   | ...       | ...       | ...       | ...             | ...               | 99                                     | 0.99*     | 99                     | 1.00*     |
| Slovakia                              | 86  | 83    | 94.7              | ...   | ...       | ...       | ...       | 92              | 1.01              | ...                                    | ...       | ...                    | ...       |
| Slovenia                              | 65  | 75    | 79.4              | 96  | 1.01      | 97        | 0.99      | 98              | 0.99              | 100                                    | 1.00*     | 100                    | 1.00      |
| TFYR Macedonia                        | ...   | 28    | 33.4              | 94  | 0.99      | 93        | 0.98      | 92              | 1.00              | 99                                     | 0.99*     | 99                     | 0.99*     |
| Turkey                                | 4   | 6     | 10.0              | 89  | 0.92      | ...       | ...       | 89              | 0.95              | 93                                     | 0.92*     | 96                     | 0.95*     |
| Ukraine                               | 85  | 48    | 85.7              | 80  | 1.00      | ...       | ...       | 83              | 1.00*             | ...                                    | ...       | 100                    | 1.00*     |
| Central Asia                          |   |       |                   |   |           |           |           |                 |                   |  |           |                        |           |
| Armenia                               | 36  | 26    | 33                | ...   | ...       | ...       | ...       | 79              | 1.05              | 100                                    | 1.00*     | 100                    | 1.00*     |
| Azerbaijan                            | 18  | 22    | 29                | 89  | 0.99      | 85        | 1.01      | 85              | 0.98              | ...                                    | ...       | 100                    | 1.00*     |
| Georgia                               | 58  | 38    | 51                | 97  | 1.00      | ...       | ...       | 93 <sup>z</sup> | 0.99 <sup>z</sup> | ...                                    | ...       | ...                    | ...       |
| Kazakhstan                            | 71  | 15    | 34                | 89  | 0.99      | ...       | ...       | 91              | 0.98              | 100                                    | 1.00*     | 100                    | 1.00*     |
| Kyrgyzstan                            | 34  | 10    | 13                | 92  | 1.00      | 88*       | 0.99*     | 87              | 0.99              | ...                                    | ...       | 100                    | 1.00*     |
| Mongolia                              | 38  | 25    | 40                | 90  | 1.02      | 90        | 1.04      | 84              | 1.03              | ...                                    | ...       | 98                     | 1.01      |
| Tajikistan                            | 16  | 8     | 9                 | 77  | 0.98      | ...       | ...       | 97              | 0.96              | 100                                    | 1.00*     | 100                    | 1.00*     |
| Turkmenistan                          | ...   | ...   | ...               | ...   | ...       | ...       | ...       | ...             | ...               | ...                                    | ...       | 100                    | 1.00*     |
| Uzbekistan                            | 73  | ...   | 28 <sup>z</sup>   | 78  | 0.99      | ...       | ...       | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| East Asia and the Pacific             |   |       |                   |   |           |           |           |                 |                   |  |           |                        |           |
| Australia                             | 71  | ...   | 104               | 99  | 1.00      | 92        | 1.01      | 97              | 1.00              | ...                                    | ...       | ...                    | ...       |
| Brunei Darussalam                     | 47  | 51    | 52                | 92  | 0.98      | ...       | ...       | 93              | 1.01              | 98                                     | 1.00*     | 99                     | 1.00*     |
| Cambodia                              | 4   | 6     | 9                 | 69  | 0.84      | 85        | 0.91      | 99              | 0.98              | ...                                    | ...       | 83                     | 0.90*     |

Table 12

| GOAL 4                               |           |                        |           | GOAL 5                             |           |           |           |                  |                   |                                      |           |           |           |                 |                   | Country or territory                  |
|--------------------------------------|-----------|------------------------|-----------|------------------------------------|-----------|-----------|-----------|------------------|-------------------|--------------------------------------|-----------|-----------|-----------|-----------------|-------------------|---------------------------------------|
| Improving levels of adult literacy   |           |                        |           | Gender parity in primary education |           |           |           |                  |                   | Gender parity in secondary education |           |           |           |                 |                   |                                       |
| ADULT LITERACY RATE<br>(15 and over) |           |                        |           | GROSS ENROLMENT RATIO (GER)        |           |           |           |                  |                   | GROSS ENROLMENT RATIO (GER)          |           |           |           |                 |                   |                                       |
| 1985-1994 <sup>1</sup>               |           | 1995-2004 <sup>1</sup> |           | School year ending in              |           |           |           |                  |                   | School year ending in                |           |           |           |                 |                   |                                       |
| Total (%)                            | GPI (F/M) | Total (%)              | GPI (F/M) | 1991                               |           | 1999      |           | 2005             |                   | 1991                                 |           | 1999      |           | 2005            |                   |                                       |
| Total (%)                            | GPI (F/M) | Total (%)              | GPI (F/M) | Total (%)                          | GPI (F/M) | Total (%) | GPI (F/M) | Total (%)        | GPI (F/M)         | Total (%)                            | GPI (F/M) | Total (%) | GPI (F/M) | Total (%)       | GPI (F/M)         |                                       |
| Arab States                          |           |                        |           |                                    |           |           |           |                  |                   |                                      |           |           |           |                 |                   |                                       |
| 50                                   | 0.57*     | 70                     | 0.76*     | 96                                 | 0.85      | 105       | 0.91      | 112              | 0.93              | 60                                   | 0.79      | ...       | ...       | 83              | 1.07              | Algeria                               |
| 84                                   | 0.87*     | 87                     | 0.94*     | 110                                | 1.00      | 105       | 1.01      | 104              | 0.99              | 100                                  | 1.04      | 94        | 1.08      | 99              | 1.06              | Bahrain                               |
| ...                                  | ...       | ...                    | ...       | 35                                 | 0.72      | 35        | 0.71      | 40               | 0.82              | 11                                   | 0.66      | 15        | 0.72      | 24              | 0.66              | Djibouti                              |
| 44                                   | 0.55*     | 71                     | 0.71*     | 92                                 | 0.83      | 101       | 0.91      | 101              | 0.94              | 71                                   | 0.79      | 81        | 0.91      | 86              | 0.92              | Egypt                                 |
| ...                                  | ...       | 74                     | 0.76*     | 108                                | 0.83      | 92        | 0.82      | 98               | 0.83              | 44                                   | 0.63      | 34        | 0.63      | 45              | 0.66              | Iraq                                  |
| ...                                  | ...       | 91                     | 0.91*     | 101                                | 1.01      | 99        | 1.00      | 96               | 1.01              | 63                                   | 1.04      | 88        | 1.03      | 87              | 1.02              | Jordan                                |
| 74                                   | 0.88*     | 93                     | 0.96*     | 60                                 | 0.95      | 100       | 1.01      | 98               | 0.98              | 43                                   | 0.98      | 99        | 1.02      | 95              | 1.06              | Kuwait                                |
| ...                                  | ...       | ...                    | ...       | 106                                | 0.97      | 115       | 0.95      | 106              | 0.97              | ...                                  | ...       | 80        | 1.10      | 89              | 1.10              | Lebanon                               |
| 75                                   | 0.70      | 84                     | 0.81      | 104                                | 0.94      | 114       | 0.98      | 106              | 0.99              | 86                                   | ...       | ...       | ...       | 105             | 1.21              | Libyan Arab Jamahiriya                |
| ...                                  | ...       | 51                     | 0.73*     | 50                                 | 0.73      | 87        | 0.94      | 93               | 1.01              | 13                                   | 0.46      | 19        | 0.73      | 21              | 0.85              | Mauritania                            |
| 42                                   | 0.52*     | 52                     | 0.60*     | 64                                 | 0.69      | 87        | 0.81      | 105              | 0.89              | 35                                   | 0.72      | 37        | 0.79      | 50              | 0.85              | Morocco                               |
| ...                                  | ...       | 81                     | 0.85*     | 85                                 | 0.92      | 91        | 0.97      | 82               | 1.01              | 45                                   | 0.81      | 75        | 0.99      | 88              | 0.96              | Oman                                  |
| ...                                  | ...       | 92                     | 0.91*     | ...                                | ...       | 106       | 1.01      | 89               | 0.99              | ...                                  | ...       | 79        | 1.04      | 99              | 1.07              | Palestinian A. T.                     |
| 76                                   | 0.94*     | 89                     | 0.99*     | 101                                | 0.93      | 105       | 0.96      | 106              | 0.99              | 84                                   | 1.06      | 90        | 1.07      | 100             | 0.98              | Qatar                                 |
| 71                                   | 0.72*     | 83                     | 0.87*     | 73                                 | 0.86      | ...       | ...       | 91               | 1.00              | 44                                   | 0.79      | 71        | ...       | 88              | 0.96              | Saudi Arabia                          |
| ...                                  | ...       | 61                     | 0.73*     | 48                                 | 0.77      | 51        | 0.85      | 60               | 0.87              | 21                                   | 0.79      | 26        | ...       | 34              | 0.94              | Sudan <sup>2</sup>                    |
| ...                                  | ...       | 81                     | 0.84*     | 101                                | 0.90      | 102       | 0.92      | 124              | 0.95              | 48                                   | 0.73      | 40        | 0.91      | 68              | 0.94              | Syrian Arab Republic                  |
| ...                                  | ...       | 74                     | 0.78*     | 114                                | 0.89      | 114       | 0.95      | 109              | 0.97              | 45                                   | 0.79      | 73        | 1.02      | 84              | 1.09              | Tunisia                               |
| 79                                   | 0.99      | 89                     | 0.99      | 115                                | 0.97      | 90        | 0.97      | 83               | 0.97              | 68                                   | 1.16      | 82        | 1.08      | 64              | 1.05              | United Arab Emirates                  |
| 37                                   | 0.30*     | 54                     | 0.47      | 64                                 | 0.35      | 73        | 0.56      | 89               | 0.74              | ...                                  | ...       | 41        | 0.37      | 47              | 0.49              | Yemen                                 |
| Central and Eastern Europe           |           |                        |           |                                    |           |           |           |                  |                   |                                      |           |           |           |                 |                   |                                       |
| ...                                  | ...       | 99                     | 0.99*     | 100                                | 1.00      | 110       | 0.98      | 106 <sup>z</sup> | 0.99 <sup>z</sup> | 78                                   | 0.86      | 74        | 0.95      | 78 <sup>z</sup> | 0.96 <sup>z</sup> | Albania                               |
| 98                                   | 0.97*     | 100                    | 1.00*     | 96                                 | 0.96      | 109       | 0.98      | 101              | 0.97              | 95                                   | ...       | 83        | 1.06      | 95              | 1.01              | Belarus                               |
| ...                                  | ...       | 97                     | 0.95*     | ...                                | ...       | ...       | ...       | ...              | ...               | ...                                  | ...       | ...       | ...       | ...             | ...               | Bosnia and Herzegovina                |
| ...                                  | ...       | 98                     | 0.99*     | 98                                 | 0.97      | 106       | 0.97      | 102              | 0.99              | 75                                   | 1.04      | 91        | 0.98      | 103             | 0.95              | Bulgaria                              |
| 97                                   | 0.96*     | 98                     | 0.98*     | 85                                 | 0.99      | 92        | 0.98      | 94 <sup>y</sup>  | 0.99 <sup>y</sup> | 76                                   | 1.10      | 84        | 1.02      | 88 <sup>y</sup> | 1.02 <sup>y</sup> | Croatia                               |
| ...                                  | ...       | ...                    | ...       | 96                                 | 1.00      | 104       | 0.99      | 101              | 0.98              | 91                                   | 0.97      | 83        | 1.04      | 96              | 1.02              | Czech Republic                        |
| 100                                  | 1.00*     | 100                    | 1.00*     | 111                                | 0.97      | 102       | 0.97      | 100              | 0.97              | 98                                   | 1.11      | 93        | 1.04      | 101             | 1.01              | Estonia                               |
| ...                                  | ...       | ...                    | ...       | 95                                 | 1.00      | 102       | 0.98      | 98               | 0.98              | 79                                   | 1.01      | 94        | 1.02      | 96              | 0.99              | Hungary                               |
| 99                                   | 0.99*     | 100                    | 1.00*     | 97                                 | 0.99      | 99        | 0.98      | 92               | 0.96              | 91                                   | 1.00      | 89        | 1.04      | 98              | 1.01              | Latvia                                |
| 98                                   | 0.99*     | 100                    | 1.00*     | 92                                 | 0.95      | 103       | 0.98      | 95               | 1.00              | 92                                   | ...       | 96        | 1.01      | 97              | 0.99              | Lithuania                             |
| ...                                  | ...       | ...                    | ...       | 98                                 | 0.99      | 98        | 0.98      | 98               | 0.99              | 81                                   | 1.05      | 99        | 0.99      | 99              | 0.99              | Poland                                |
| 96                                   | 0.96*     | 99                     | 0.99      | 93                                 | 1.00      | 95        | 1.00      | 92               | 0.99              | 80                                   | 1.09      | 84        | 1.01      | 82              | 1.03              | Republic of Moldova <sup>3, 4</sup>   |
| 97                                   | 0.96*     | 97                     | 0.98*     | 91                                 | 1.00      | 105       | 0.98      | 107              | 0.99              | 92                                   | 0.99      | 79        | 1.01      | 85              | 1.01              | Romania                               |
| 98                                   | 0.97*     | 99                     | 1.00*     | 109                                | 1.00      | 100       | 0.99      | 129              | 1.00              | 93                                   | 1.06      | ...       | ...       | 92              | 0.99              | Russian Federation <sup>5</sup>       |
| 92                                   | 0.91*     | 96                     | 0.95*     | ...                                | ...       | 104       | 0.99      | ...              | ...               | ...                                  | ...       | 92        | 1.01      | ...             | ...               | Serbia and Montenegro <sup>2, 3</sup> |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | 103       | 0.99      | 99               | 0.99              | ...                                  | ...       | 85        | 1.02      | 95              | 1.01              | Slovakia                              |
| 100                                  | 1.00*     | 100                    | 1.00      | 100                                | ...       | 101       | 0.99      | 101              | 0.99              | 89                                   | ...       | 101       | 1.02      | 100             | 1.00              | Slovenia                              |
| 94                                   | 0.94*     | 96                     | 0.96*     | 99                                 | 0.98      | 101       | 0.98      | 98               | 1.00              | 56                                   | 0.99      | 82        | 0.97      | 84              | 0.98              | TFYR Macedonia                        |
| 79                                   | 0.76*     | 87                     | 0.84*     | 99                                 | 0.92      | ...       | ...       | 93               | 0.95              | 48                                   | 0.63      | ...       | ...       | 75              | 0.82              | Turkey                                |
| ...                                  | ...       | 99                     | 0.99*     | 89                                 | 1.00      | 105       | 0.99      | 107              | 1.00              | 93                                   | ...       | 97        | 1.02*     | 89              | 0.92              | Ukraine                               |
| Central Asia                         |           |                        |           |                                    |           |           |           |                  |                   |                                      |           |           |           |                 |                   |                                       |
| 99                                   | 0.99*     | 99                     | 0.99*     | ...                                | ...       | ...       | ...       | 94               | 1.04              | ...                                  | ...       | ...       | ...       | 88              | 1.03              | Armenia                               |
| ...                                  | ...       | 99                     | 0.99*     | 111                                | 0.99      | 94        | 1.00      | 96               | 0.98              | 88                                   | 1.01      | 76        | 1.00      | 83              | 0.96              | Azerbaijan                            |
| ...                                  | ...       | ...                    | ...       | 97                                 | 1.00      | 98        | 1.00      | 94               | 1.01              | 95                                   | 0.97      | 79        | 0.98      | 83              | 1.01              | Georgia                               |
| 98                                   | 0.97*     | 100                    | 1.00*     | 90                                 | 0.99      | 98        | 1.00      | 109              | 0.99              | 99                                   | 1.04      | 91        | 0.99      | 99              | 0.97              | Kazakhstan                            |
| ...                                  | ...       | 99                     | 0.99*     | ...                                | ...       | 98        | 0.99      | 98               | 0.99              | 100                                  | 1.02      | 84        | 1.02      | 86              | 1.01              | Kyrgyzstan                            |
| ...                                  | ...       | 98                     | 1.00*     | 97                                 | 1.02      | 98        | 1.04      | 93               | 1.02              | 82                                   | 1.14      | 58        | 1.27      | 92              | 1.13              | Mongolia                              |
| 98                                   | 0.98*     | 99                     | 1.00*     | 91                                 | 0.98      | 98        | 0.95      | 101              | 0.96              | 102                                  | ...       | 71        | 0.86      | 82              | 0.83              | Tajikistan                            |
| ...                                  | ...       | 99                     | 0.99*     | ...                                | ...       | ...       | ...       | ...              | ...               | ...                                  | ...       | ...       | ...       | ...             | ...               | Turkmenistan                          |
| ...                                  | ...       | ...                    | ...       | 81                                 | 0.98      | ...       | ...       | 100 <sup>z</sup> | 0.99 <sup>z</sup> | 99                                   | 0.91      | ...       | ...       | 95 <sup>z</sup> | 0.97 <sup>z</sup> | Uzbekistan                            |
| East Asia and the Pacific            |           |                        |           |                                    |           |           |           |                  |                   |                                      |           |           |           |                 |                   |                                       |
| ...                                  | ...       | ...                    | ...       | 108                                | 0.99      | 98        | 1.00      | 104              | 0.99              | 83                                   | 1.03      | 154       | 1.00      | 148             | 0.95              | Australia                             |
| 88                                   | 0.89*     | 93                     | 0.95*     | 114                                | 0.94      | 114       | 0.97      | 107              | 1.00              | 77                                   | 1.09      | 85        | 1.09      | 96              | 1.04              | Brunei Darussalam                     |
| ...                                  | ...       | 74                     | 0.76*     | 87                                 | 0.81      | 99        | 0.87      | 134              | 0.92              | 29                                   | 0.43      | 16        | 0.53      | 29 <sup>z</sup> | 0.69 <sup>z</sup> | Cambodia                              |

Table 12 (continued)

| Country or territory                | GOAL 1  |       |                  | GOAL 2  |           |           |           |                 |                   | GOAL 3                                 |           |                        |           |
|-------------------------------------|---|-------|------------------|---|-----------|-----------|-----------|-----------------|-------------------|--|-----------|------------------------|-----------|
|                                     | Early childhood care and education                          |       |                  | Universal primary education                       |           |           |           |                 |                   | Learning needs of all youth and adults |           |                        |           |
|                                     | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION (%) |       |                  | NET ENROLMENT RATIO (NER)<br>IN PRIMARY EDUCATION |           |           |           |                 |                   | YOUTH LITERACY RATE<br>(15-24)         |           |                        |           |
|                                     | School year ending in                                       |       |                  | School year ending in                             |           |           |           |                 |                   | 1985-1994 <sup>1</sup>                 |           | 1995-2004 <sup>1</sup> |           |
|                                     | Total   | Total | Total            | Total (%)   | GPI (F/M) | Total (%) | GPI (F/M) | Total (%)       | GPI (F/M)         | Total (%)                              | GPI (F/M) | Total (%)              | GPI (F/M) |
| China <sup>6</sup>                  | 22  | 38    | 40               | 97  | 0.96      | ...       | ...       | ...             | ...               | 94                                     | 0.94*     | 99                     | 0.99*     |
| Cook Islands <sup>3</sup>           | ...   | 86    | 91 <sup>2</sup>  | ...   | ...       | 85        | 0.96      | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| DPR Korea                           | ...   | ...   | ...              | ...   | ...       | ...       | ...       | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| Fiji                                | 14  | 17    | 16               | ...   | ...       | 99        | 1.01      | 96              | 0.99              | ...                                    | ...       | ...                    | ...       |
| Indonesia                           | 18  | 24    | 34               | 97  | 0.96      | ...       | ...       | 96              | 0.96              | 96                                     | 0.98*     | 99                     | 1.00*     |
| Japan                               | 48  | 82    | 85               | 100   | 1.00      | 100       | 1.00      | 100             | 1.00              | ...                                    | ...       | ...                    | ...       |
| Kiribati <sup>3</sup>               | ...   | ...   | 75 <sup>2</sup>  | ...   | ...       | 97        | 1.01      | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| Lao PDR                             | 7   | 8     | 9                | 63  | 0.85      | 80        | 0.92      | 84              | 0.95              | ...                                    | ...       | 78                     | 0.90*     |
| Macao, China                        | 88  | 89    | 92               | 81  | 0.98      | 85        | 1.01      | 91              | 0.96              | ...                                    | ...       | 100                    | 1.00*     |
| Malaysia                            | 42  | 102   | 119 <sup>2</sup> | ...   | ...       | 98        | 0.98      | 95 <sup>2</sup> | 1.00 <sup>2</sup> | 96                                     | 0.99*     | 97                     | 1.00*     |
| Marshall Islands                    | ...   | 59    | 50 <sup>Y</sup>  | ...   | ...       | ...       | ...       | 90 <sup>Y</sup> | 0.99 <sup>Y</sup> | ...                                    | ...       | ...                    | ...       |
| Micronesia                          | ...   | 37    | ...              | ...   | ...       | ...       | ...       | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| Myanmar                             | ...   | 2     | ...              | 98  | 0.97      | 80        | 0.99      | 90              | 1.02              | ...                                    | ...       | 95                     | 0.98*     |
| Nauru <sup>3</sup>                  | ...   | ...   | 71 <sup>2</sup>  | ...   | ...       | ...       | ...       | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| New Zealand                         | 76  | 88    | 93               | 98  | 1.00      | 99        | 1.01      | 99              | 1.00              | ...                                    | ...       | ...                    | ...       |
| Niue <sup>3</sup>                   | ...   | 154   | 100              | ...   | ...       | 99        | 1.00      | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| Palau <sup>3</sup>                  | ...   | 63    | 64               | ...   | ...       | 97        | 0.94      | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| Papua New Guinea                    | 0.3   | 35    | 59 <sup>Y</sup>  | ...   | ...       | ...       | ...       | ...             | ...               | ...                                    | ...       | 67                     | 0.93*     |
| Philippines                         | 12  | 31    | 41               | 96  | 0.99      | 92        | 1.00      | 94              | 1.02              | 97                                     | 1.01*     | 95                     | 1.03*     |
| Republic of Korea                   | 55  | 80    | 96               | 104   | 1.01      | 94        | 1.01      | 99              | 1.00              | ...                                    | ...       | ...                    | ...       |
| Samoa                               | ...   | 51    | 49 <sup>2</sup>  | ...   | ...       | 92        | 0.99      | 90 <sup>2</sup> | 1.00 <sup>2</sup> | 99                                     | 1.00      | 99                     | 1.00      |
| Singapore                           | ...   | 53    | ...              | ...   | ...       | 82        | 1.00      | ...             | ...               | 99                                     | 1.00*     | 100                    | 1.00*     |
| Solomon Islands                     | 35  | 35    | 41 <sup>Y</sup>  | ...   | ...       | ...       | ...       | 63 <sup>Y</sup> | 0.96 <sup>Y</sup> | ...                                    | ...       | ...                    | ...       |
| Thailand                            | 43  | 88    | 82               | 76  | 0.97      | ...       | ...       | 88              | 0.96              | ...                                    | ...       | 98                     | 1.00*     |
| Timor-Leste                         | ...   | ...   | 16               | ...   | ...       | ...       | ...       | 98              | ...               | ...                                    | ...       | ...                    | ...       |
| Tokelau <sup>3</sup>                | ...   | ...   | 125 <sup>2</sup> | ...   | ...       | ...       | ...       | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| Tonga                               | ...   | 30    | 23               | ...   | ...       | 91        | 0.97      | 95              | 0.96              | ...                                    | ...       | 99                     | 1.00*     |
| Tuvalu <sup>3</sup>                 | ...   | ...   | 99 <sup>2</sup>  | ...   | ...       | ...       | ...       | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| Vanuatu                             | ...   | 49    | ...              | ...   | ...       | 91        | 0.99      | 94              | 0.98              | ...                                    | ...       | ...                    | ...       |
| Viet Nam                            | 28  | 41    | 60               | 90  | 0.92      | 96        | ...       | 88              | ...               | 94                                     | 0.99*     | 94                     | 0.99*     |
| Latin America and the Caribbean     |   |       |                  |   |           |           |           |                 |                   |  |           |                        |           |
| Anguilla                            | ...   | ...   | 97               | ...   | ...       | ...       | ...       | 89              | 1.06              | ...                                    | ...       | ...                    | ...       |
| Antigua and Barbuda                 | ...   | ...   | ...              | ...   | ...       | ...       | ...       | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| Argentina                           | 49  | 57    | 64 <sup>2</sup>  | ...   | ...       | 99*       | 1.00*     | 99 <sup>2</sup> | 0.99 <sup>2</sup> | 98                                     | 1.00*     | 99                     | 1.00*     |
| Aruba <sup>3</sup>                  | ...   | 97    | 99               | ...   | ...       | 98        | 1.01      | 99              | 1.00              | ...                                    | ...       | 99                     | 1.00*     |
| Bahamas                             | ...   | 12    | 31 <sup>Y</sup>  | 90  | 1.03      | 89        | 0.99      | 91              | 1.03              | ...                                    | ...       | ...                    | ...       |
| Barbados                            | ...   | 82    | 93               | 80  | 0.99      | 97        | 0.99      | 98              | 1.00              | ...                                    | ...       | ...                    | ...       |
| Belize                              | 23  | 28    | 33               | 94  | 0.99      | 94        | 1.00      | 94              | 1.03              | 76                                     | 1.01*     | ...                    | ...       |
| Bermuda <sup>3</sup>                | ...   | ...   | ...              | ...   | ...       | ...       | ...       | 98              | ...               | ...                                    | ...       | ...                    | ...       |
| Bolivia                             | 32  | 45    | 50               | ...   | ...       | 95        | 1.00      | 95 <sup>2</sup> | 1.01 <sup>2</sup> | 94                                     | 0.95*     | 97                     | 0.98*     |
| Brazil                              | 48  | 58    | 63 <sup>2</sup>  | 85  | ...       | 91        | ...       | 95 <sup>2</sup> | 1.00 <sup>2</sup> | ...                                    | ...       | 97                     | 1.02*     |
| British Virgin Islands <sup>3</sup> | ...   | 62    | 90               | ...   | ...       | 96        | 1.02      | 95              | 0.99              | ...                                    | ...       | ...                    | ...       |
| Cayman Islands                      | ...   | ...   | 93               | ...   | ...       | ...       | ...       | 81              | 0.90              | ...                                    | ...       | ...                    | ...       |
| Chile                               | 72  | 77    | 54               | 89  | 0.98      | ...       | ...       | 90              | 0.98              | 98                                     | 1.01*     | 99                     | 1.00*     |
| Colombia                            | 13  | 36    | 39               | 69  | ...       | 88        | 1.01      | 87              | 1.00              | 91                                     | 1.03*     | 98                     | 1.01*     |
| Costa Rica                          | 65  | 84    | 69               | 87  | 1.01      | ...       | ...       | ...             | ...               | ...                                    | ...       | 98                     | 1.01*     |
| Cuba                                | 102   | 105   | 113              | 93  | 1.01      | 98        | 1.00      | 97              | 0.98              | ...                                    | ...       | 100                    | 1.00*     |
| Dominica <sup>3</sup>               | ...   | 80    | 78               | ...   | ...       | 94        | 0.98      | 84              | 1.02              | ...                                    | ...       | ...                    | ...       |
| Dominican Republic                  | ...   | 34    | 34               | 57  | 2.18      | 84        | 1.01      | 88              | 1.01              | ...                                    | ...       | 94                     | 1.03*     |
| Ecuador                             | 42  | 64    | 77               | 98  | 1.01      | 97        | 1.01      | 98 <sup>2</sup> | 1.01 <sup>2</sup> | 96                                     | 0.99*     | 96                     | 1.00*     |
| El Salvador                         | 21  | 42    | 51               | ...   | ...       | ...       | ...       | 93              | 1.00              | 85                                     | 1.00*     | 88                     | 1.04      |
| Grenada <sup>3</sup>                | ...   | 93    | 81               | ...   | ...       | ...       | ...       | 84              | 0.99              | ...                                    | ...       | ...                    | ...       |
| Guatemala                           | 25  | 46    | 28               | ...   | ...       | 82        | 0.91      | 94              | 0.95              | 76                                     | 0.87*     | 82                     | 0.91*     |
| Guyana                              | 76  | 122   | 107              | 89  | 1.00      | ...       | ...       | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| Haiti                               | 34  | ...   | ...              | 22  | 1.05      | ...       | ...       | ...             | ...               | ...                                    | ...       | ...                    | ...       |
| Honduras                            | 13  | ...   | 33               | 89  | 1.02      | ...       | ...       | 91              | 1.02              | ...                                    | ...       | 89                     | 1.05*     |
| Jamaica                             | 80  | 78    | 95               | 96  | 1.00      | 88        | 1.00      | 90              | 1.00              | ...                                    | ...       | ...                    | ...       |
| Mexico                              | 63  | 73    | 93               | 98  | 0.97      | 98        | 1.00      | 98              | 1.00              | 95                                     | 0.99*     | 98                     | 1.00*     |
| Montserrat <sup>3</sup>             | ...   | ...   | 105              | ...   | ...       | ...       | ...       | 96              | ...               | ...                                    | ...       | ...                    | ...       |
| Netherlands Antilles                | ...   | 120   | 113 <sup>Y</sup> | ...   | ...       | ...       | ...       | ...             | ...               | 97                                     | 1.01*     | 98                     | 1.00      |

Table 12

| GOAL 4                               |           |                        |           | GOAL 5                             |           |           |           |                  |                   |                                      |           |           |           |                  |                   | Country or territory                |
|--------------------------------------|-----------|------------------------|-----------|------------------------------------|-----------|-----------|-----------|------------------|-------------------|--------------------------------------|-----------|-----------|-----------|------------------|-------------------|-------------------------------------|
| Improving levels of adult literacy   |           |                        |           | Gender parity in primary education |           |           |           |                  |                   | Gender parity in secondary education |           |           |           |                  |                   |                                     |
| ADULT LITERACY RATE<br>(15 and over) |           |                        |           | GROSS ENROLMENT RATIO (GER)        |           |           |           |                  |                   | GROSS ENROLMENT RATIO (GER)          |           |           |           |                  |                   |                                     |
| 1985-1994 <sup>1</sup>               |           | 1995-2004 <sup>1</sup> |           | School year ending in              |           |           |           |                  |                   | School year ending in                |           |           |           |                  |                   |                                     |
| Total (%)                            | GPI (F/M) | Total (%)              | GPI (F/M) | 1991                               |           | 1999      |           | 2005             |                   | 1991                                 |           | 1999      |           | 2005             |                   |                                     |
|                                      |           |                        |           | Total (%)                          | GPI (F/M) | Total (%) | GPI (F/M) | Total (%)        | GPI (F/M)         | Total (%)                            | GPI (F/M) | Total (%) | GPI (F/M) | Total (%)        | GPI (F/M)         |                                     |
| 78                                   | 0.78*     | 91                     | 0.91*     | 125                                | 0.93      | ...       | ...       | 112              | 0.98              | 49                                   | 0.75      | 62        | ...       | 76               | 1.01              | China <sup>6</sup>                  |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | 96        | 0.95      | 82 <sup>2</sup>  | 0.98 <sup>2</sup> | ...                                  | ...       | 60        | 1.08      | 72 <sup>2</sup>  | 1.02 <sup>2</sup> | Cook Islands <sup>3</sup>           |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | ...              | ...               | ...                                  | ...       | ...       | ...       | ...              | ...               | DPR Korea                           |
| ...                                  | ...       | ...                    | ...       | 133                                | 1.00      | 110       | 0.99      | 106              | 0.98              | 64                                   | 0.95      | 81        | 1.11      | 88               | 1.07              | Fiji                                |
| 82                                   | 0.86*     | 90                     | 0.92*     | 114                                | 0.98      | ...       | ...       | 117              | 0.96              | 46                                   | 0.83      | ...       | ...       | 63               | 0.99              | Indonesia                           |
| ...                                  | ...       | ...                    | ...       | 100                                | 1.00      | 101       | 1.00      | 100              | 1.00              | 97                                   | 1.02      | 102       | 1.01      | 102              | 1.00              | Japan                               |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | 104       | 1.01      | 112              | 1.02              | ...                                  | ...       | 84        | 1.18      | 87               | 1.13              | Kiribati <sup>3</sup>               |
| ...                                  | ...       | 69                     | 0.79*     | 103                                | 0.79      | 117       | 0.85      | 116              | 0.88              | 24*                                  | 0.62*     | 33        | 0.69      | 47               | 0.76              | Lao PDR                             |
| ...                                  | ...       | 91                     | 0.92*     | 99                                 | 0.96      | 100       | 0.96      | 106              | 0.92              | 65*                                  | 1.11*     | 76        | 1.08      | 97               | 1.04              | Macao, China                        |
| 83                                   | 0.87*     | 89                     | 0.93*     | 95                                 | 1.00      | 100       | 0.98      | 96 <sup>2</sup>  | 1.00 <sup>2</sup> | 57                                   | 1.05      | 69        | 1.10      | 76 <sup>2</sup>  | 1.14 <sup>2</sup> | Malaysia                            |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | 101       | 0.98      | 103              | 0.96              | ...                                  | ...       | ...       | 1.06      | 76               | 1.05              | Marshall Islands                    |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 115              | 0.97              | ...                                  | ...       | ...       | ...       | 85               | 1.07              | Micronesia                          |
| ...                                  | ...       | 90                     | 0.92*     | 107                                | 0.96      | 88        | 0.99      | 100              | 1.02              | 22                                   | 0.98      | 34        | 1.00      | 40               | 0.99              | Myanmar                             |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 84 <sup>2</sup>  | 0.99 <sup>2</sup> | ...                                  | ...       | ...       | ...       | 48 <sup>2</sup>  | 1.07 <sup>2</sup> | Nauru <sup>3</sup>                  |
| ...                                  | ...       | ...                    | ...       | 101                                | 0.99      | 102       | 1.01      | 102              | 1.00              | 90                                   | 1.02      | 110       | 1.06      | 123              | 1.07              | New Zealand                         |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | 99        | 1.00      | 86               | 1.24              | ...                                  | ...       | 98        | 1.10      | 99               | 0.91              | Niue <sup>3</sup>                   |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | 114       | 0.93      | 104              | 0.93              | ...                                  | ...       | 101       | 1.07      | 101              | 1.08              | Palau <sup>3</sup>                  |
| ...                                  | ...       | 57                     | 0.80*     | 66                                 | 0.88      | 78        | 0.93      | 75 <sup>2</sup>  | 0.88 <sup>2</sup> | 12                                   | 0.61      | 22        | 0.76      | 26 <sup>2</sup>  | 0.79 <sup>2</sup> | Papua New Guinea                    |
| 94                                   | 0.99*     | 93                     | 1.02*     | 109                                | 0.99      | 113       | 1.00      | 112              | 0.99              | 71                                   | 1.04      | 76        | 1.09      | 85               | 1.12              | Philippines                         |
| ...                                  | ...       | ...                    | ...       | 105                                | 1.01      | 95        | 1.01      | 104              | 0.99              | 90                                   | 0.97      | 100       | 1.00      | 96               | 1.00              | Republic of Korea                   |
| 98                                   | 0.99      | 99                     | 0.99      | 124                                | 1.02      | 99        | 0.98      | 100              | 1.00              | 33                                   | 1.96      | 80        | 1.10      | 80               | 1.12              | Samoa                               |
| 89                                   | 0.87*     | 93                     | 0.92*     | 103                                | 0.97      | 83        | 1.00      | 78               | 1.00              | 67                                   | 0.93      | ...       | 1.02      | 63               | 1.03              | Singapore                           |
| ...                                  | ...       | ...                    | ...       | 86                                 | 0.86      | 88        | 0.93      | 97               | 0.95              | 15                                   | 0.61      | 24        | 0.75      | 29               | 0.83              | Solomon Islands                     |
| ...                                  | ...       | 93                     | 0.95*     | 98                                 | 0.96      | 94        | 0.95      | 96               | 0.96              | 31                                   | 0.94      | ...       | ...       | 71               | 1.05              | Thailand                            |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 151              | 0.92              | ...                                  | ...       | ...       | ...       | 52               | 1.00              | Timor-Leste                         |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 93 <sup>2</sup>  | 1.35 <sup>2</sup> | ...                                  | ...       | ...       | ...       | 101 <sup>2</sup> | 0.88 <sup>2</sup> | Tokelau <sup>3</sup>                |
| ...                                  | ...       | 99                     | 1.00*     | 112                                | 0.97      | 112       | 0.98      | 115              | 0.95              | 99                                   | 1.03      | 101       | 1.11      | 98 <sup>2</sup>  | 1.08 <sup>2</sup> | Tonga                               |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | 98        | 1.02      | 99 <sup>2</sup>  | 1.07 <sup>2</sup> | ...                                  | ...       | ...       | ...       | ...              | ...               | Tuvalu <sup>3</sup>                 |
| ...                                  | ...       | 74                     | ...       | 95                                 | 0.96      | 110       | 0.98      | 118              | 0.97              | 18                                   | 0.80      | 30        | 0.88      | 41 <sup>2</sup>  | 0.86 <sup>2</sup> | Vanuatu                             |
| 88                                   | 0.89*     | 90                     | 0.93*     | 107                                | 0.93      | 108       | 0.93      | 95               | 0.94              | 32                                   | ...       | 62        | 0.90      | 76               | 0.97              | Viet Nam                            |
| Latin America and the Caribbean      |           |                        |           |                                    |           |           |           |                  |                   |                                      |           |           |           |                  |                   |                                     |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 91               | 1.06              | ...                                  | ...       | ...       | ...       | 87               | 0.97              | Anguilla                            |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | ...              | ...               | ...                                  | ...       | ...       | ...       | ...              | ...               | Antigua and Barbuda                 |
| 96                                   | 1.00*     | 97                     | 1.00*     | 108                                | ...       | 117       | 1.00      | 113 <sup>2</sup> | 0.99 <sup>2</sup> | 72                                   | ...       | 94        | 1.07      | 86 <sup>2</sup>  | 1.07 <sup>2</sup> | Argentina                           |
| ...                                  | ...       | 97                     | 1.00*     | ...                                | ...       | 112       | 0.98      | 114              | 0.97              | ...                                  | ...       | 101       | 1.05      | 97               | 1.03              | Aruba <sup>3</sup>                  |
| ...                                  | ...       | ...                    | ...       | 96                                 | 1.03      | 95        | 0.98      | 101              | 1.00              | ...                                  | ...       | 115       | 0.99      | 90               | 1.00              | Bahamas                             |
| ...                                  | ...       | ...                    | ...       | 93                                 | 1.00      | 108       | 0.98      | 108              | 1.00              | ...                                  | ...       | 104       | 1.05      | 113              | 1.00              | Barbados                            |
| 70                                   | 1.00*     | ...                    | ...       | 112                                | 0.98      | 118       | 0.97      | 127              | 0.96              | 44                                   | 1.15      | 64        | 1.08      | 84               | 1.02              | Belize                              |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 102              | 1.03              | ...                                  | ...       | ...       | ...       | 89               | 1.09              | Bermuda <sup>3</sup>                |
| 80                                   | 0.82*     | 87                     | 0.87*     | 97                                 | 0.92      | 113       | 0.98      | 113 <sup>2</sup> | 1.00 <sup>2</sup> | ...                                  | ...       | 78        | 0.93      | 88 <sup>2</sup>  | 0.97 <sup>2</sup> | Bolivia                             |
| ...                                  | ...       | 89                     | 1.00*     | 104                                | ...       | 155       | 0.94      | 140 <sup>2</sup> | 0.93 <sup>2</sup> | 40                                   | ...       | 99        | 1.11      | 106 <sup>2</sup> | 1.10 <sup>2</sup> | Brazil                              |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | 112       | 0.97      | 111              | 0.96              | ...                                  | ...       | 99        | 0.91      | 104              | 1.18              | British Virgin Islands <sup>3</sup> |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 90               | 0.89              | ...                                  | ...       | ...       | ...       | 102              | 0.92              | Cayman Islands                      |
| 94                                   | 0.99*     | 96                     | 1.00*     | 101                                | 0.98      | 101       | 0.97      | 104              | 0.96              | 73                                   | 1.07      | 79        | 1.04      | 91               | 1.01              | Chile                               |
| 81                                   | 1.00*     | 93                     | 1.00*     | 103                                | 1.02      | 113       | 1.00      | 112              | 0.98              | 50                                   | 1.19      | 71        | 1.11      | 78               | 1.11              | Colombia                            |
| ...                                  | ...       | 95                     | 1.00*     | 103                                | 0.99      | 108       | 0.98      | 110              | 0.99              | 45                                   | 1.06      | 57        | 1.09      | 79               | 1.06              | Costa Rica                          |
| ...                                  | ...       | 100                    | 1.00*     | 99                                 | 0.97      | 106       | 0.96      | 102              | 0.95              | 90                                   | 1.14      | 80        | 1.06      | 94               | 1.00              | Cuba                                |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | 104       | 0.95      | 92               | 0.99              | ...                                  | ...       | 90        | 1.35      | 107              | 0.97              | Dominica <sup>3</sup>               |
| ...                                  | ...       | 87                     | 1.00*     | 94                                 | 1.01      | 113       | 0.98      | 113              | 0.95              | ...                                  | ...       | 55        | 1.27      | 71               | 1.21              | Dominican Republic                  |
| 88                                   | 0.95*     | 91                     | 0.97*     | 116                                | 0.99      | 114       | 1.00      | 117              | 1.00              | 55*                                  | ...       | 57        | 1.03      | 61               | 1.00              | Ecuador                             |
| 74                                   | 0.92*     | 81                     | 0.96      | 81                                 | 1.01      | 111       | 0.96      | 113              | 0.96              | 25                                   | 1.22      | 51        | 0.98      | 63               | 1.03              | El Salvador                         |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 93               | 0.96              | ...                                  | ...       | ...       | ...       | 100              | 1.03              | Grenada <sup>3</sup>                |
| 64                                   | 0.80*     | 69                     | 0.84*     | 81                                 | 0.87      | 101       | 0.87      | 114              | 0.92              | 23                                   | ...       | 33        | 0.84      | 51               | 0.91              | Guatemala                           |
| ...                                  | ...       | ...                    | ...       | 94                                 | 0.98      | 119       | 0.98      | 132              | 0.98              | 79                                   | 1.06      | 81        | 1.02      | 102              | 1.02              | Guyana                              |
| ...                                  | ...       | ...                    | ...       | 48                                 | 0.94      | ...       | ...       | ...              | ...               | 21*                                  | 0.96*     | ...       | ...       | ...              | ...               | Haiti                               |
| ...                                  | ...       | 80                     | 1.01*     | 108                                | 1.04      | ...       | ...       | 113              | 1.00              | 33                                   | 1.25      | ...       | ...       | 65               | 1.24              | Honduras                            |
| ...                                  | ...       | 80                     | 1.16*     | 101                                | 0.99      | 93        | 1.00      | 95               | 1.00              | 65                                   | 1.06      | 88        | 1.02      | 87               | 1.03              | Jamaica                             |
| 88                                   | 0.94*     | 92                     | 0.97*     | 111                                | 0.97      | 109       | 0.97      | 109              | 0.98              | 52                                   | 1.00      | 69        | 1.02      | 80               | 1.07              | Mexico                              |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 116              | 1.04              | ...                                  | ...       | ...       | ...       | 116              | 1.10              | Montserrat <sup>3</sup>             |
| 95                                   | 1.00*     | 96                     | 1.00      | ...                                | ...       | 134       | 0.94      | 126 <sup>2</sup> | 0.98 <sup>2</sup> | 93                                   | 1.19      | 97        | 1.16      | 87 <sup>2</sup>  | 1.09 <sup>2</sup> | Netherlands Antilles                |

Table 12 (continued)

| Country or territory               | GOAL 1  |       |                 | GOAL 2  |           |           |           |                   |                     | GOAL 3                                 |                        |                        |                        |
|------------------------------------|---|-------|-----------------|---|-----------|-----------|-----------|-------------------|---------------------|--|------------------------|------------------------|------------------------|
|                                    | Early childhood care and education                          |       |                 | Universal primary education                       |           |           |           |                   |                     | Learning needs of all youth and adults |                        |                        |                        |
|                                    | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION (%) |       |                 | NET ENROLMENT RATIO (NER)<br>IN PRIMARY EDUCATION |           |           |           |                   |                     | YOUTH LITERACY RATE<br>(15-24)         |                        |                        |                        |
|                                    | School year ending in                                       |       |                 | School year ending in                             |           |           |           |                   |                     |  |                        |                        |                        |
|                                    | 1991  | 1999  | 2005            | 1991  | 1999      | 2005      | 1991      | 1999              | 2005                | 1985-1994 <sup>1</sup>                 | 1995-2004 <sup>1</sup> | 1985-1994 <sup>1</sup> | 1995-2004 <sup>1</sup> |
|                                    | Total   | Total | Total           | Total (%)   | GPI (F/M) | Total (%) | GPI (F/M) | Total (%)         | GPI (F/M)           | Total (%)                              | GPI (F/M)              | Total (%)              | GPI (F/M)              |
| Nicaragua                          | 13  | 28    | 37              | 73  | 1.03      | 78        | 1.01      | 87                | 0.98                | ...                                    | ...                    | 86                     | 1.06*                  |
| Panama                             | 57  | 39    | 62              | ...   | ...       | 96        | 0.99      | 98                | 0.99                | 95                                     | 0.99*                  | 96                     | 0.99*                  |
| Paraguay                           | 30  | 27    | 31 <sup>2</sup> | 94  | 0.99      | 92        | 1.00      | 88 <sup>2</sup>   | 1.00 <sup>2</sup>   | 96                                     | 0.99*                  | 96                     | 1.00                   |
| Peru                               | 30  | 55    | 62              | ...   | ...       | 98        | 1.00      | 96                | 1.00                | 95                                     | 0.97*                  | 97                     | 0.98*                  |
| Saint Kitts and Nevis <sup>3</sup> | ...   | ...   | 102             | ...   | ...       | ...       | ...       | 93                | 1.06                | ...                                    | ...                    | ...                    | ...                    |
| Saint Lucia                        | 52  | 66    | 74              | 95  | 0.97      | 91        | 0.99      | 97                | 0.98                | ...                                    | ...                    | ...                    | ...                    |
| St Vincent/Grenad.                 | 44  | ...   | 86              | ...   | ...       | ...       | ...       | 90                | 0.95                | ...                                    | ...                    | ...                    | ...                    |
| Suriname                           | 82  | ...   | 89              | 81  | 1.06      | ...       | ...       | 94                | 1.04                | ...                                    | ...                    | 95                     | 0.98*                  |
| Trinidad and Tobago                | 9   | 60    | 87*             | 91  | 0.99      | 93        | 1.00      | 90*               | 1.00*               | 99                                     | 1.00                   | 99                     | 1.00                   |
| Turks and Caicos Islands           | ...   | ...   | 118             | ...   | ...       | ...       | ...       | 78                | 1.07                | ...                                    | ...                    | ...                    | ...                    |
| Uruguay                            | 42  | 59    | 62 <sup>2</sup> | 91  | 1.01      | 94        | 1.00      | 93 <sup>2</sup>   | 1.01 <sup>2</sup>   | 99                                     | 1.01*                  | 99                     | 1.01*                  |
| Venezuela                          | 40  | 45    | 58              | 87  | 1.03      | 86        | 1.01      | 91                | 1.01                | 95                                     | 1.02*                  | 97                     | 1.02*                  |
| North America and Western Europe   |   |       |                 |   |           |           |           |                   |                     |  |                        |                        |                        |
| Andorra <sup>3</sup>               | ...   | ...   | 113             | ...   | ...       | ...       | ...       | 80                | 0.97                | ...                                    | ...                    | ...                    | ...                    |
| Austria                            | 71  | 83    | 91              | 88  | 1.02      | 97        | 1.01      | 97                | 1.02                | ...                                    | ...                    | ...                    | ...                    |
| Belgium                            | 104   | 110   | 121             | 96  | 1.02      | 99        | 1.00      | 99                | 1.00                | ...                                    | ...                    | ...                    | ...                    |
| Canada                             | 61  | 65    | ...             | 98  | 1.00      | 98        | 1.00      | ...               | ...                 | ...                                    | ...                    | ...                    | ...                    |
| Cyprus <sup>3</sup>                | 49  | 60    | 65              | 87  | 1.00      | 95        | 1.00      | 99                | 1.00                | 100                                    | 1.00*                  | 100                    | 1.00*                  |
| Denmark                            | 99  | 91    | 93              | 98  | 1.00      | 97        | 1.00      | 95                | 1.01                | ...                                    | ...                    | ...                    | ...                    |
| Finland                            | 34  | 49    | 59              | 98  | 1.00      | 99        | 1.00      | 98                | 1.00                | ...                                    | ...                    | ...                    | ...                    |
| France <sup>7</sup>                | 84  | 111   | 118             | 101   | 1.00      | 99        | 1.00      | 99                | ...                 | ...                                    | ...                    | ...                    | ...                    |
| Germany                            | ...   | 93    | 98              | ...   | ...       | ...       | ...       | ...               | ...                 | ...                                    | ...                    | ...                    | ...                    |
| Greece                             | 57  | 68    | 67              | 95  | 0.99      | 92        | 1.01      | 99                | 1.00                | 99                                     | 1.00*                  | 99                     | 1.00*                  |
| Iceland                            | ...   | 88    | 94 <sup>2</sup> | 101   | 0.99      | 99        | 0.98      | 99 <sup>2</sup>   | 0.97 <sup>2</sup>   | ...                                    | ...                    | ...                    | ...                    |
| Ireland                            | 103   | ...   | ...             | 90  | 1.02      | 93        | 1.01      | 98                | 1.00                | ...                                    | ...                    | ...                    | ...                    |
| Israel                             | 85  | 104   | 92              | 92  | 1.03      | 98        | 1.00      | 97                | 1.01                | ...                                    | ...                    | ...                    | ...                    |
| Italy                              | 94  | 96    | 104             | 103   | 1.00      | 99        | 0.99      | 99                | 0.99                | ...                                    | ...                    | 100                    | 1.00*                  |
| Luxembourg                         | 92  | 72    | 86              | ...   | ...       | 96        | 1.02      | 95                | 1.01                | ...                                    | ...                    | ...                    | ...                    |
| Malta                              | 103   | 102   | 101             | 97  | 0.99      | 95        | 1.02      | 86                | 0.95                | ...                                    | ...                    | 96                     | 1.04*                  |
| Monaco <sup>8</sup>                | ...   | ...   | ...             | ...   | ...       | ...       | ...       | ...               | ...                 | ...                                    | ...                    | ...                    | ...                    |
| Netherlands                        | 99  | 98    | 90              | 95  | 1.04      | 99        | 0.99      | 99                | 0.99                | ...                                    | ...                    | ...                    | ...                    |
| Norway                             | 88  | 75    | 88              | 100   | 1.00      | 100       | 1.00      | 98                | 1.00                | ...                                    | ...                    | ...                    | ...                    |
| Portugal                           | 52  | 68    | 77              | 98  | 1.00      | ...       | ...       | 98                | 1.00                | 99                                     | 1.00*                  | 100                    | 1.00                   |
| San Marino                         | ...   | ...   | ...             | ...   | ...       | ...       | ...       | ...               | ...                 | ...                                    | ...                    | ...                    | ...                    |
| Spain                              | 59  | 100   | 114             | 103   | 1.00      | 99        | ...       | 99                | 0.99                | 100                                    | 1.00*                  | ...                    | ...                    |
| Sweden                             | 64  | 78    | 88              | 100   | 1.00      | 100       | 0.99      | 96                | 1.00                | ...                                    | ...                    | ...                    | ...                    |
| Switzerland                        | 60  | 92    | 99              | 84  | 1.02      | 96        | 0.99      | 93                | 0.99                | ...                                    | ...                    | ...                    | ...                    |
| United Kingdom                     | 52  | 79    | 59              | 100   | 0.97      | 100       | 1.01      | 99                | 1.00                | ...                                    | ...                    | ...                    | ...                    |
| United States                      | 63  | 59    | 61              | 97  | 1.00      | 94        | 1.00      | 92                | 1.01                | ...                                    | ...                    | ...                    | ...                    |
| South and West Asia                |   |       |                 |   |           |           |           |                   |                     |  |                        |                        |                        |
| Afghanistan                        | ...   | ...   | 1 <sup>2</sup>  | ...   | ...       | ...       | ...       | ...               | ...                 | ...                                    | ...                    | 34                     | 0.36*                  |
| Bangladesh                         | ...   | 18    | 11 <sup>2</sup> | ...   | ...       | 89*       | 1.00*     | 94*, <sup>2</sup> | 1.03*, <sup>2</sup> | 45                                     | 0.73*                  | 64                     | 0.90*                  |
| Bhutan <sup>9</sup>                | ...   | ...   | ...             | ...   | ...       | ...       | ...       | ...               | ...                 | ...                                    | ...                    | ...                    | ...                    |
| India <sup>2</sup>                 | 3   | 20    | 41              | ...   | ...       | ...       | ...       | 89                | 0.93                | 62                                     | 0.67*                  | 76                     | 0.80*                  |
| Iran, Islamic Republic of          | 12  | 13    | 46              | 92  | 0.92      | 82        | 0.97      | 95                | 1.10                | 87                                     | 0.88*                  | 97                     | 0.99*                  |
| Maldives                           | ...   | 46    | 49              | ...   | ...       | 97        | 1.01      | 79                | 1.00                | 98                                     | 1.00*                  | 98                     | 1.00*                  |
| Nepal                              | ...   | 11    | 27              | ...   | ...       | 65*       | 0.79*     | 79 <sup>2</sup>   | 0.87 <sup>2</sup>   | 50                                     | 0.48*                  | 70                     | 0.75*                  |
| Pakistan                           | ...   | ...   | 50              | 33  | ...       | ...       | ...       | 68                | 0.76                | ...                                    | ...                    | 65                     | 0.69*                  |
| Sri Lanka <sup>2</sup>             | ...   | ...   | ...             | ...   | ...       | ...       | ...       | 97 <sup>2</sup>   | ...                 | ...                                    | ...                    | 96                     | 1.01*                  |
| Sub-Saharan Africa                 |   |       |                 |   |           |           |           |                   |                     |  |                        |                        |                        |
| Angola                             | 47  | ...   | ...             | 50  | 0.95      | ...       | ...       | ...               | ...                 | ...                                    | ...                    | 72                     | 0.75*                  |
| Benin                              | 2   | 4     | 5               | 41  | 0.54      | 50*       | 0.68*     | 78                | 0.81                | 40                                     | 0.48*                  | 45                     | 0.56*                  |
| Botswana                           | ...   | ...   | ...             | 83  | 1.09      | 78        | 1.04      | 85                | 1.00                | 89                                     | 1.07*                  | 94                     | 1.04*                  |
| Burkina Faso                       | 0.8   | 2     | 2               | 29  | 0.64      | 35        | 0.69      | 45                | 0.79                | 20                                     | 0.53*                  | 33                     | 0.66*                  |
| Burundi                            | ...   | 1     | 2               | 53  | 0.85      | ...       | ...       | 60                | 0.91                | 54                                     | 0.81*                  | 73                     | 0.92*                  |
| Cameroon                           | 13  | 12    | 24*             | 74  | 0.87      | ...       | ...       | ...               | ...                 | ...                                    | ...                    | ...                    | ...                    |
| Cape Verde                         | ...   | ...   | 54              | 91  | 0.95      | 99        | 0.98      | 90                | 0.98                | 88                                     | 0.96*                  | 96                     | 1.01                   |
| Central African Republic           | 6   | ...   | 2 <sup>2</sup>  | 52  | 0.66      | ...       | ...       | ...               | ...                 | 48                                     | 0.56*                  | 59                     | 0.67*                  |

Table 12

| GOAL 4                               |           |                        |           | GOAL 5                             |           |           |           |                  |                   |                                      |           |           |           |                  |                   | Country or territory               |
|--------------------------------------|-----------|------------------------|-----------|------------------------------------|-----------|-----------|-----------|------------------|-------------------|--------------------------------------|-----------|-----------|-----------|------------------|-------------------|------------------------------------|
| Improving levels of adult literacy   |           |                        |           | Gender parity in primary education |           |           |           |                  |                   | Gender parity in secondary education |           |           |           |                  |                   |                                    |
| ADULT LITERACY RATE<br>(15 and over) |           |                        |           | GROSS ENROLMENT RATIO (GER)        |           |           |           |                  |                   | GROSS ENROLMENT RATIO (GER)          |           |           |           |                  |                   |                                    |
| 1985-1994 <sup>1</sup>               |           | 1995-2004 <sup>1</sup> |           | School year ending in              |           |           |           |                  |                   | School year ending in                |           |           |           |                  |                   |                                    |
| Total (%)                            | GPI (F/M) | Total (%)              | GPI (F/M) | 1991                               |           | 1999      |           | 2005             |                   | 1991                                 |           | 1999      |           | 2005             |                   |                                    |
|                                      |           |                        |           | Total (%)                          | GPI (F/M) | Total (%) | GPI (F/M) | Total (%)        | GPI (F/M)         | Total (%)                            | GPI (F/M) | Total (%) | GPI (F/M) | Total (%)        | GPI (F/M)         |                                    |
| ...                                  | ...       | 77                     | 1.00*     | 94                                 | 1.06      | 103       | 1.01      | 112              | 0.97              | 45                                   | 1.22      | 52        | 1.19      | 66               | 1.15              | Nicaragua                          |
| 89                                   | 0.99*     | 92                     | 0.99*     | 105                                | ...       | 108       | 0.97      | 111              | 0.97              | 62                                   | ...       | 67        | 1.07      | 70               | 1.07              | Panama                             |
| 90                                   | 0.96*     | 93                     | 0.98      | 106                                | 0.97      | 113       | 0.96      | 104 <sup>2</sup> | 0.97 <sup>2</sup> | 31                                   | 1.06      | 57        | 1.04      | 64 <sup>2</sup>  | 1.02 <sup>2</sup> | Paraguay                           |
| 87                                   | 0.88*     | 88                     | 0.88*     | 118                                | 0.97      | 123       | 0.99      | 112              | 1.00              | 67                                   | 0.94      | 83        | 0.94      | 92               | 1.01              | Peru                               |
| ...                                  | ...       | ...                    | ...       | 119                                | 1.02      | ...       | ...       | 99               | 1.06              | 85                                   | 1.11      | ...       | ...       | 94               | 0.98              | Saint Kitts and Nevis <sup>3</sup> |
| ...                                  | ...       | ...                    | ...       | 139                                | 0.94      | 103       | 0.98      | 109              | 0.97              | 53                                   | 1.45      | 72        | 1.28      | 78               | 1.21              | Saint Lucia                        |
| ...                                  | ...       | ...                    | ...       | 112                                | 0.98      | ...       | ...       | 111              | 0.90              | 58                                   | 1.24      | ...       | ...       | 75               | 1.24              | St Vincent/Grenad.                 |
| ...                                  | ...       | 90                     | 0.95*     | 104                                | 1.03      | ...       | ...       | 120              | 1.00              | 58                                   | 1.16      | ...       | ...       | 87               | 1.33              | Suriname                           |
| 97                                   | 0.98      | 98                     | 0.99      | 97                                 | 0.99      | 102       | 0.99      | 100*             | 0.97*             | 80                                   | 1.05      | 82        | 1.08      | 81*              | 1.04*             | Trinidad and Tobago                |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 90               | 1.04              | ...                                  | ...       | ...       | ...       | 86               | 0.94              | Turks and Caicos Islands           |
| 95                                   | 1.01*     | 97                     | 1.01*     | 108                                | 0.99      | 112       | 0.99      | 109 <sup>2</sup> | 0.98 <sup>2</sup> | 84                                   | ...       | 92        | 1.17      | 105 <sup>2</sup> | 1.16 <sup>2</sup> | Uruguay                            |
| 90                                   | 0.98*     | 93                     | 0.99*     | 95                                 | 1.03      | 100       | 0.98      | 105              | 0.98              | 34                                   | 1.38      | 56        | 1.23      | 74               | 1.13              | Venezuela                          |
| North America and Western Europe     |           |                        |           |                                    |           |           |           |                  |                   |                                      |           |           |           |                  |                   |                                    |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | 87               | 0.95              | ...                                  | ...       | ...       | ...       | 88               | 1.12              | Andorra <sup>3</sup>               |
| ...                                  | ...       | ...                    | ...       | 101                                | 1.00      | 102       | 0.99      | 106              | 1.00              | 102                                  | 0.93      | 99        | 0.96      | 102              | 0.95              | Austria                            |
| ...                                  | ...       | ...                    | ...       | 100                                | 1.01      | 104       | 0.99      | 104              | 0.99              | 102                                  | 1.01      | 142       | 1.08      | 110              | 0.97              | Belgium                            |
| ...                                  | ...       | ...                    | ...       | 104                                | 0.98      | 98        | 1.00      | ...              | ...               | 101                                  | 1.00      | 105       | ...       | ...              | ...               | Canada                             |
| 94                                   | 0.93*     | 97                     | 0.96*     | 90                                 | 1.00      | 97        | 1.00      | 101              | 1.00              | 72                                   | 1.02      | 93        | 1.03      | 97               | 1.02              | Cyprus <sup>3</sup>                |
| ...                                  | ...       | ...                    | ...       | 98                                 | 1.00      | 102       | 1.00      | 98               | 1.00              | 109                                  | 1.01      | 124       | 1.06      | 124              | 1.03              | Denmark                            |
| ...                                  | ...       | ...                    | ...       | 99                                 | 0.99      | 99        | 1.00      | 99               | 0.99              | 116                                  | 1.19      | 121       | 1.09      | 111              | 1.05              | Finland                            |
| ...                                  | ...       | ...                    | ...       | 108                                | 0.99      | 107       | 0.99      | 111              | 0.99              | 98                                   | 1.05      | 110       | 1.00      | 116              | 1.00              | France <sup>7</sup>                |
| ...                                  | ...       | ...                    | ...       | 101                                | 1.01      | 106       | 0.99      | 101              | 1.00              | ...                                  | ...       | 98        | 0.98      | 100              | 0.98              | Germany                            |
| 93                                   | 0.93*     | 96                     | 0.96*     | 98                                 | 0.99      | 94        | 1.00      | 101              | 1.00              | 94                                   | 0.98      | 90        | 1.04      | 102              | 0.98              | Greece                             |
| ...                                  | ...       | ...                    | ...       | 101                                | 0.99      | 99        | 0.98      | 99 <sup>2</sup>  | 0.97 <sup>2</sup> | 100                                  | 0.96      | 109       | 1.05      | 108 <sup>2</sup> | 1.03 <sup>2</sup> | Iceland                            |
| ...                                  | ...       | ...                    | ...       | 102                                | 1.00      | 103       | 0.99      | 107              | 0.99              | 100                                  | 1.09      | 107       | 1.06      | 113              | 1.09              | Ireland                            |
| ...                                  | ...       | ...                    | ...       | 98                                 | 1.03      | 112       | 0.99      | 109              | 1.01              | 88                                   | 1.08      | 90        | 1.00      | 92               | 0.99              | Israel                             |
| ...                                  | ...       | 98                     | 0.99*     | 104                                | 1.00      | 103       | 0.99      | 102              | 0.99              | 83                                   | 1.00      | 92        | 0.99      | 99               | 0.99              | Italy                              |
| ...                                  | ...       | ...                    | ...       | 90                                 | 1.09      | 100       | 1.01      | 100              | 1.00              | 76                                   | ...       | 92        | 1.03      | 94               | 1.06              | Luxembourg                         |
| ...                                  | ...       | 88                     | 1.03*     | 108                                | 0.96      | 106       | 1.01      | 98               | 0.94              | 83                                   | 0.94      | ...       | ...       | 99               | 1.03              | Malta                              |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | ...              | ...               | ...                                  | ...       | ...       | ...       | ...              | ...               | Monaco <sup>8</sup>                |
| ...                                  | ...       | ...                    | ...       | 102                                | 1.03      | 108       | 0.98      | 107              | 0.98              | 120                                  | 0.92      | 124       | 0.96      | 119              | 0.98              | Netherlands                        |
| ...                                  | ...       | ...                    | ...       | 100                                | 1.00      | 100       | 1.00      | 98               | 1.00              | 103                                  | 1.03      | 120       | 1.02      | 114              | 1.01              | Norway                             |
| 88                                   | 0.92*     | 94                     | 0.96      | 119                                | 0.95      | 124       | 0.96      | 114              | 0.96              | 66                                   | 1.16      | 106       | 1.08      | 99               | 1.10              | Portugal                           |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | ...              | ...               | ...                                  | ...       | ...       | ...       | ...              | ...               | San Marino                         |
| 96                                   | 0.97*     | ...                    | ...       | 109                                | 0.99      | 107       | 0.98      | 106              | 0.98              | 104                                  | 1.07      | 109       | 1.07      | 124              | 1.05              | Spain                              |
| ...                                  | ...       | ...                    | ...       | 100                                | 1.00      | 110       | 1.03      | 97               | 1.00              | 90                                   | 1.05      | 160       | 1.28      | 103              | 1.00              | Sweden                             |
| ...                                  | ...       | ...                    | ...       | 90                                 | 1.01      | 104       | 0.99      | 102              | 0.99              | 99                                   | 0.95      | 96        | 0.90      | 94               | 0.93              | Switzerland                        |
| ...                                  | ...       | ...                    | ...       | 107                                | 0.97      | 102       | 1.01      | 107              | 1.00              | 88                                   | 1.00      | 101       | 1.00      | 105              | 1.03              | United Kingdom                     |
| ...                                  | ...       | ...                    | ...       | 103                                | 0.98      | 101       | 1.03      | 99               | 0.99              | 92                                   | 1.01      | 95        | ...       | 95               | 1.02              | United States                      |
| South and West Asia                  |           |                        |           |                                    |           |           |           |                  |                   |                                      |           |           |           |                  |                   |                                    |
| ...                                  | ...       | 28                     | 0.29*     | 25                                 | 0.55      | 25        | 0.08      | 87               | 0.59              | 14                                   | 0.51      | ...       | ...       | 16               | 0.33              | Afghanistan                        |
| 35                                   | 0.58*     | 47                     | 0.76*     | ...                                | ...       | 110       | 0.99      | 109 <sup>2</sup> | 1.03 <sup>2</sup> | ...                                  | ...       | 49        | 1.01      | 47 <sup>2</sup>  | 1.03 <sup>2</sup> | Bangladesh                         |
| ...                                  | ...       | ...                    | ...       | ...                                | ...       | ...       | ...       | ...              | ...               | ...                                  | ...       | ...       | ...       | ...              | ...               | Bhutan <sup>9</sup>                |
| 48                                   | 0.55*     | 61                     | 0.65*     | 98                                 | 0.76      | 97        | 0.82      | 125              | 0.93              | 44                                   | 0.60      | 46        | 0.69      | 59               | 0.81              | India <sup>2</sup>                 |
| 66                                   | 0.76*     | 82                     | 0.87*     | 109                                | 0.90      | 96        | 0.95      | 111              | 1.22              | 57                                   | 0.75      | 77        | 0.93      | 81               | 0.94              | Iran, Islamic Republic of          |
| 96                                   | 1.00*     | 96                     | 1.00*     | ...                                | ...       | 130       | 1.01      | 94               | 0.98              | ...                                  | ...       | 43        | 1.07      | 73 <sup>2</sup>  | 1.14 <sup>2</sup> | Maldives                           |
| 33                                   | 0.35*     | 49                     | 0.56*     | 110                                | 0.63      | 114       | 0.77      | 126              | 0.95              | 34                                   | 0.46      | 34        | 0.70      | 43               | 0.89              | Nepal                              |
| ...                                  | ...       | 50                     | 0.55*     | ...                                | ...       | ...       | ...       | 87               | 0.76              | 25                                   | 0.48      | ...       | ...       | 27               | 0.74              | Pakistan                           |
| ...                                  | ...       | 91                     | 0.97*     | 107                                | 0.95      | ...       | ...       | 98 <sup>2</sup>  | ...               | 71                                   | 1.08      | ...       | ...       | 83 <sup>2</sup>  | 1.00 <sup>2</sup> | Sri Lanka <sup>2</sup>             |
| Sub-Saharan Africa                   |           |                        |           |                                    |           |           |           |                  |                   |                                      |           |           |           |                  |                   |                                    |
| ...                                  | ...       | 67                     | 0.65*     | 80                                 | 0.92      | 64        | 0.86      | ...              | ...               | 11                                   | ...       | 13        | 0.83      | ...              | ...               | Angola                             |
| 27                                   | 0.42*     | 35                     | 0.49*     | 54                                 | 0.51      | 74        | 0.67      | 96               | 0.80              | 10                                   | 0.42      | 19        | 0.47      | 33               | 0.57              | Benin                              |
| 69                                   | 1.09*     | 81                     | 1.02*     | 101                                | 1.07      | 102       | 1.00      | 106              | 0.98              | 44                                   | 1.18      | 71        | 1.07      | 75 <sup>2</sup>  | 1.05 <sup>2</sup> | Botswana                           |
| 14                                   | 0.42*     | 24                     | 0.53*     | 36                                 | 0.64      | 44        | 0.70      | 58               | 0.80              | 7                                    | 0.53      | 10        | 0.61      | 14               | 0.70              | Burkina Faso                       |
| 37                                   | 0.57*     | 59                     | 0.78*     | 71                                 | 0.84      | 61        | 0.80      | 85               | 0.86              | 5                                    | 0.58      | ...       | ...       | 13               | 0.74              | Burundi                            |
| ...                                  | ...       | 68                     | 0.78*     | 99                                 | 0.86      | 89        | 0.82      | 117*             | 0.85*             | 27                                   | 0.71      | 27        | 0.83      | 44*              | 0.80*             | Cameroon                           |
| 63                                   | 0.71*     | 81                     | 0.86      | 111                                | 0.94      | 119       | 0.96      | 108              | 0.95              | 21*                                  | ...       | ...       | ...       | 68               | 1.07              | Cape Verde                         |
| 34                                   | 0.42*     | 49                     | 0.52*     | 64                                 | 0.64      | ...       | ...       | 56               | 0.66              | 11                                   | 0.40      | ...       | ...       | ...              | ...               | Central African Republic           |

Table 12 (continued)

| Country or territory        | GOAL 1  |               |                 | GOAL 2  |              |                   |              |                   |                   | GOAL 3                                 |              |                        |              |
|-----------------------------|---|---------------|-----------------|---|--------------|-------------------|--------------|-------------------|-------------------|--|--------------|------------------------|--------------|
|                             | Early childhood care and education                          |               |                 | Universal primary education                       |              |                   |              |                   |                   | Learning needs of all youth and adults |              |                        |              |
|                             | GROSS ENROLMENT RATIO (GER)<br>IN PRE-PRIMARY EDUCATION (%) |               |                 | NET ENROLMENT RATIO (NER)<br>IN PRIMARY EDUCATION |              |                   |              |                   |                   | YOUTH LITERACY RATE<br>(15-24)         |              |                        |              |
|                             | School year ending in                                       |               |                 | School year ending in                             |              |                   |              |                   |                   | 1985-1994 <sup>1</sup>                 |              | 1995-2004 <sup>1</sup> |              |
|                             | 1991<br>Total   | 1999<br>Total | 2005<br>Total   | 1991<br>Total (%)                                 | GPI<br>(F/M) | 1999<br>Total (%) | GPI<br>(F/M) | 2005<br>Total (%) | GPI<br>(F/M)      | Total (%)                              | GPI<br>(F/M) | Total (%)              | GPI<br>(F/M) |
| Chad                        | ...   | ...           | 1               | 35  | 0.45         | 52                | 0.62         | 61 <sup>Y</sup>   | 0.69 <sup>Y</sup> | 17                                     | ...          | 38                     | 0.42*        |
| Comoros                     | ...   | 2             | 3               | 57  | 0.73         | 49                | 0.85         | ...               | ...               | ...                                    | ...          | ...                    | ...          |
| Congo                       | 2   | 2             | 6               | 79  | 0.93         | ...               | ...          | 44                | 1.20              | 94                                     | 0.95         | 97                     | 0.98         |
| Côte d'Ivoire               | 0.9   | 2             | 3*.Y            | 45  | 0.71         | 53                | 0.75         | 56*.Y             | 0.80*.Y           | 49                                     | 0.63*        | 61                     | 0.74*        |
| D. R. Congo                 | ...   | ...           | 1 <sup>Y</sup>  | 54  | 0.78         | ...               | ...          | ...               | ...               | ...                                    | ...          | 70                     | 0.81*        |
| Equatorial Guinea           | ...   | 31            | 41              | 91  | 0.97         | 83                | ...          | 81 <sup>Y</sup>   | 0.90 <sup>Y</sup> | ...                                    | ...          | 95                     | 1.00*        |
| Eritrea                     | ...   | 6             | 12              | 16  | 0.98         | 36                | 0.86         | 47                | 0.86              | ...                                    | ...          | ...                    | ...          |
| Ethiopia                    | 2   | 1             | 2               | 22  | 0.75         | 33                | 0.74         | 68                | 0.93              | 34                                     | 0.71*        | 50                     | 0.62*        |
| Gabon                       | ...   | ...           | ...             | 85  | 1.00         | ...               | ...          | ...               | ...               | 93                                     | 0.98*        | 96                     | 0.98         |
| Gambia                      | ...   | 20            | 18 <sup>Z</sup> | 48  | 0.71         | 67                | 0.88         | 77 <sup>Y</sup>   | 0.99 <sup>Y</sup> | ...                                    | ...          | ...                    | ...          |
| Ghana                       | ...   | 40            | 56              | 54  | 0.89         | 57                | 0.96         | 69                | 1.01              | ...                                    | ...          | 71                     | 0.86*        |
| Guinea                      | ...   | ...           | 7               | 27  | 0.53         | 44                | 0.71         | 66                | 0.87              | ...                                    | ...          | 47                     | 0.57*        |
| Guinea-Bissau               | ...   | 3             | ...             | 38  | 0.56         | 45                | 0.71         | ...               | ...               | ...                                    | ...          | ...                    | ...          |
| Kenya                       | 35  | 44            | 52              | ...   | ...          | 64                | 1.01         | 79                | 1.01              | ...                                    | ...          | 80                     | 1.01*        |
| Lesotho                     | ...   | 23            | 34              | 71  | 1.24         | 60                | 1.13         | 87                | 1.06              | ...                                    | ...          | ...                    | ...          |
| Liberia                     | ...   | 41            | ...             | ...   | ...          | 41                | 0.77         | ...               | ...               | 51                                     | 0.84         | 67                     | 1.06         |
| Madagascar                  | ...   | 3             | 10 <sup>Z</sup> | 64  | 1.00         | 63                | 1.01         | 92                | 1.00              | ...                                    | ...          | 70                     | 0.94*        |
| Malawi                      | ...   | ...           | ...             | 48  | 0.93         | 98                | 0.98         | 95                | 1.05              | 59                                     | 0.70*        | 76                     | 0.86*        |
| Mali                        | ...   | 1             | 3               | 21  | 0.61         | 40                | 0.73         | 51                | 0.81              | ...                                    | ...          | 24                     | 0.52*        |
| Mauritius                   | ...   | 100           | 95              | 91  | 1.00         | 91                | 1.01         | 95                | 1.02              | 91                                     | 1.01*        | 95                     | 1.02*        |
| Mozambique                  | ...   | ...           | ...             | 43  | 0.79         | 52                | 0.80         | 77                | 0.91              | ...                                    | ...          | 47                     | 0.61*        |
| Namibia                     | 14  | 19            | 29 <sup>Z</sup> | ...   | ...          | 73                | 1.08         | 72                | 1.07              | 88                                     | 1.06*        | 92                     | 1.03*        |
| Niger                       | 1   | 1             | 1               | 22  | 0.60         | 24                | 0.68         | 40                | 0.73              | ...                                    | ...          | 37                     | 0.44*        |
| Nigeria                     | ...   | ...           | 15              | ...   | ...          | 61                | 0.84         | 68                | 0.88              | 71                                     | 0.77*        | 84                     | 0.94         |
| Rwanda                      | ...   | ...           | ...             | 66  | 0.99         | ...               | ...          | 74                | 1.04              | 75                                     | ...          | 78                     | 0.98*        |
| Sao Tome and Principe       | ...   | 27            | 32              | ...   | ...          | 85                | 0.99         | 97                | 0.99              | 94                                     | 0.96*        | 95                     | 0.99*        |
| Senegal                     | 2   | 3             | 8               | 43  | 0.75         | 52                | 0.88         | 69                | 0.97              | 38                                     | 0.57*        | 49                     | 0.70*        |
| Seychelles <sup>3</sup>     | ...   | 109           | 109             | ...   | ...          | ...               | ...          | 99 <sup>Z</sup>   | 1.01 <sup>Z</sup> | 99                                     | 1.01*        | 99                     | 1.01*        |
| Sierra Leone                | ...   | ...           | ...             | 43  | 0.73         | ...               | ...          | ...               | ...               | ...                                    | ...          | 48                     | 0.63*        |
| Somalia                     | ...   | ...           | ...             | 9   | 0.55         | ...               | ...          | ...               | ...               | ...                                    | ...          | ...                    | ...          |
| South Africa                | 21  | 20            | 37 <sup>Z</sup> | 90  | 1.03         | 93                | 1.02         | 87 <sup>Z</sup>   | 1.00 <sup>Z</sup> | ...                                    | ...          | 94                     | 1.01*        |
| Swaziland                   | ...   | ...           | 18 <sup>Z</sup> | 75  | 1.05         | 75                | 1.02         | 80 <sup>Z</sup>   | 1.01 <sup>Z</sup> | 84                                     | 1.01*        | 88                     | 1.03*        |
| Togo                        | 3   | 2             | 2 <sup>Z</sup>  | 64  | 0.71         | 79                | 0.79         | 78                | 0.86              | ...                                    | ...          | 74                     | 0.76*        |
| Uganda                      | ...   | 4             | 1               | ...   | ...          | ...               | ...          | ...               | ...               | 70                                     | 0.82*        | 77                     | 0.86*        |
| United Republic of Tanzania | ...   | ...           | 30              | 49  | 1.01         | 48                | 1.04         | 98                | 0.99              | 82                                     | 0.90*        | 78                     | 0.94*        |
| Zambia                      | ...   | ...           | ...             | ...   | ...          | 63                | 0.96         | 89                | 1.00              | 66                                     | 0.97*        | 69                     | 0.91*        |
| Zimbabwe                    | ...   | 41            | 43 <sup>Y</sup> | ...   | ...          | 81                | 1.01         | 82 <sup>Y</sup>   | 1.01 <sup>Y</sup> | 95                                     | 0.98*        | 98                     | 1.00         |

|                            | Weighted average |    |    | Weighted average |      |    |      |    |      | Weighted average |      |     |      |
|----------------------------|------------------|----|----|------------------|------|----|------|----|------|------------------|------|-----|------|
| World                      | ...              | 33 | 40 | 81               | 0.88 | 83 | 0.93 | 87 | 0.96 | 83               | 0.90 | 88  | 0.93 |
| Countries in transition    | ...              | 46 | 60 | 89               | 0.99 | 85 | 0.99 | 90 | 1.00 | 100              | 1.00 | 100 | 1.00 |
| Developed countries        | ...              | 73 | 78 | 96               | 1.00 | 97 | 1.00 | 96 | 1.01 | 99               | 1.00 | 99  | 1.00 |
| Developing countries       | ...              | 28 | 34 | 79               | 0.86 | 81 | 0.92 | 86 | 0.95 | 80               | 0.88 | 85  | 0.92 |
| Arab States                | ...              | 15 | 17 | 73               | 0.81 | 79 | 0.90 | 83 | 0.93 | 75               | 0.79 | 85  | 0.88 |
| Central and Eastern Europe | ...              | 49 | 59 | 90               | 0.98 | 90 | 0.97 | 91 | 0.98 | 97               | 0.98 | 99  | 0.99 |
| Central Asia               | ...              | 22 | 28 | 84               | 0.99 | 88 | 0.99 | 90 | 0.99 | 100              | 1.00 | 100 | 1.00 |
| East Asia and the Pacific  | ...              | 40 | 43 | 96               | 0.96 | 95 | 1.00 | 94 | 0.99 | 95               | 0.96 | 98  | 0.99 |
| East Asia                  | ...              | 40 | 43 | 96               | 0.96 | 96 | 1.00 | 94 | 0.99 | 95               | 0.96 | 98  | 0.99 |
| Pacific                    | ...              | 57 | 72 | 91               | 0.98 | 87 | 0.99 | 90 | 0.97 | 92               | 0.98 | 92  | 0.99 |
| Latin America/Caribbean    | ...              | 56 | 62 | 86               | 0.99 | 92 | 0.98 | 94 | 1.00 | 94               | 1.01 | 96  | 1.01 |
| Caribbean                  | ...              | 71 | 83 | 52               | 1.01 | 77 | 0.96 | 77 | 0.96 | 78               | 1.04 | 77  | 1.03 |
| Latin America              | ...              | 55 | 61 | 87               | 0.99 | 93 | 0.98 | 95 | 1.00 | 94               | 1.01 | 97  | 1.01 |
| N. America/W. Europe       | ...              | 76 | 79 | 96               | 1.00 | 97 | 1.00 | 95 | 1.01 | 99               | 1.00 | 99  | 1.00 |
| South and West Asia        | ...              | 22 | 37 | 72               | 0.66 | 77 | 0.83 | 86 | 0.92 | 61               | 0.69 | 75  | 0.81 |
| Sub-Saharan Africa         | ...              | 10 | 14 | 54               | 0.87 | 57 | 0.90 | 70 | 0.92 | 64               | 0.82 | 69  | 0.85 |

1. Data are for the most recent year available during the period specified. See the introduction to the statistical tables for a broader explanation of national literacy definitions, assessment methods, and sources and years of data. For countries indicated with (\*), national observed literacy data are used. For all others, UIS literacy estimates are used. The estimates were generated using the UIS Global Age-specific Literacy Projections model. They are based on observed data for years between 1990 and 1994.

2. Literacy data for the most recent year do not include some geographic regions.

3. National population data were used to calculate enrolment ratios.

4. Enrolment and population data used to calculate enrolment rates exclude Transnistria.



Table 12

| GOAL 4                               |              |                        |              |              | GOAL 5                             |              |              |                  |                    |              |                                      |              |              |                 |                   | Country or territory        |  |
|--------------------------------------|--------------|------------------------|--------------|--------------|------------------------------------|--------------|--------------|------------------|--------------------|--------------|--------------------------------------|--------------|--------------|-----------------|-------------------|-----------------------------|--|
| Improving levels of adult literacy   |              |                        |              |              | Gender parity in primary education |              |              |                  |                    |              | Gender parity in secondary education |              |              |                 |                   |                             |  |
| ADULT LITERACY RATE<br>(15 and over) |              |                        |              |              | GROSS ENROLMENT RATIO (GER)        |              |              |                  |                    |              | GROSS ENROLMENT RATIO (GER)          |              |              |                 |                   |                             |  |
| 1985-1994 <sup>1</sup>               |              | 1995-2004 <sup>1</sup> |              |              | School year ending in              |              |              |                  |                    |              | School year ending in                |              |              |                 |                   |                             |  |
|                                      |              |                        |              |              | 1991                               |              | 1999         |                  | 2005               |              | 1991                                 |              | 1999         |                 | 2005              |                             |  |
| Total<br>(%)                         | GPI<br>(F/M) | Total<br>(%)           | GPI<br>(F/M) | Total<br>(%) | GPI<br>(F/M)                       | Total<br>(%) | GPI<br>(F/M) | Total<br>(%)     | GPI<br>(F/M)       | Total<br>(%) | GPI<br>(F/M)                         | Total<br>(%) | GPI<br>(F/M) | Total<br>(%)    | GPI<br>(F/M)      |                             |  |
| 12                                   | ...          | 26                     | 0.31*        | 52           | 0.45                               | 64           | 0.58         | 77               | 0.67               | 7            | 0.20                                 | 10           | 0.26         | 16              | 0.33              | Chad                        |  |
| ...                                  | ...          | ...                    | ...          | 75           | 0.73                               | 76           | 0.85         | 85               | 0.88               | 18*          | 0.65*                                | 25           | 0.81         | 35              | 0.76              | Comoros                     |  |
| 74                                   | 0.79         | 85                     | 0.87         | 117          | 0.90                               | 50           | 0.95         | 88               | 0.92               | 46           | 0.73                                 | ...          | ...          | 39 <sup>z</sup> | 0.84 <sup>z</sup> | Congo                       |  |
| 34                                   | 0.53*        | 49                     | 0.63*        | 64           | 0.71                               | 70           | 0.74         | 72* <sup>y</sup> | 0.79* <sup>y</sup> | 21           | 0.48                                 | 22           | 0.54         | ...             | ...               | Côte d'Ivoire               |  |
| ...                                  | ...          | 67                     | 0.67*        | 70           | 0.75                               | 48           | 0.90         | 62 <sup>y</sup>  | 0.78 <sup>y</sup>  | ...          | ...                                  | 18           | 0.52         | 22 <sup>y</sup> | 0.58 <sup>y</sup> | D. R. Congo                 |  |
| ...                                  | ...          | 87                     | 0.86*        | 163          | 0.96                               | 132          | ...          | 114              | 0.95               | ...          | ...                                  | 31           | 0.37         | ...             | ...               | Equatorial Guinea           |  |
| ...                                  | ...          | ...                    | ...          | 21           | 0.94                               | 57           | 0.82         | 64               | 0.81               | ...          | ...                                  | 24           | 0.68         | 31              | 0.59              | Eritrea                     |  |
| 27                                   | 0.51*        | 36                     | 0.46*        | 30           | 0.66                               | 59           | 0.62         | 100              | 0.88               | 13           | 0.75                                 | 15           | 0.62         | 35              | 0.69              | Ethiopia                    |  |
| 72                                   | 0.82*        | 84                     | 0.90         | 141          | 0.98                               | 132          | 1.00         | 130 <sup>z</sup> | 0.99 <sup>z</sup>  | ...          | ...                                  | 45           | 0.86         | ...             | ...               | Gabon                       |  |
| ...                                  | ...          | ...                    | ...          | 61           | 0.68                               | 80           | 0.85         | 81 <sup>z</sup>  | 1.06 <sup>z</sup>  | 18           | 0.49                                 | 33           | 0.65         | 47 <sup>z</sup> | 0.82 <sup>z</sup> | Gambia                      |  |
| ...                                  | ...          | 58                     | 0.75*        | 74           | 0.85                               | 76           | 0.92         | 94               | 0.98               | 35           | 0.65                                 | 37           | 0.80         | 45              | 0.88              | Ghana                       |  |
| ...                                  | ...          | 29                     | 0.43*        | 36           | 0.49                               | 57           | 0.65         | 81               | 0.84               | 9            | 0.34                                 | 15           | 0.37         | 30              | 0.53              | Guinea                      |  |
| ...                                  | ...          | ...                    | ...          | 50           | 0.55                               | 70           | 0.67         | ...              | ...                | ...          | ...                                  | ...          | ...          | ...             | ...               | Guinea-Bissau               |  |
| ...                                  | ...          | 74                     | 0.90*        | 94           | 0.96                               | 93           | 0.97         | 112              | 0.96               | 28           | 0.77                                 | 38           | 0.96         | 49              | 0.95              | Kenya                       |  |
| ...                                  | ...          | 82                     | 1.23*        | 109          | 1.22                               | 105          | 1.08         | 132              | 1.00               | 24           | 1.42                                 | 30           | 1.35         | 39              | 1.26              | Lesotho                     |  |
| 41                                   | 0.57         | 52                     | 0.78         | ...          | ...                                | 85           | 0.74         | ...              | ...                | ...          | ...                                  | 29           | 0.65         | ...             | ...               | Liberia                     |  |
| ...                                  | ...          | 71                     | 0.85*        | 93           | 0.98                               | 94           | 0.97         | 138              | 0.96               | 17           | 0.97                                 | 14           | 0.96         | ...             | ...               | Madagascar                  |  |
| 49                                   | 0.51*        | 64                     | 0.72*        | 66           | 0.84                               | 139          | 0.95         | 122              | 1.02               | 8            | 0.46                                 | 37           | 0.70         | 28              | 0.81              | Malawi                      |  |
| ...                                  | ...          | 19                     | 0.44*        | 26           | 0.60                               | 51           | 0.72         | 66               | 0.80               | 7            | 0.52                                 | 14           | 0.54         | 24              | 0.62              | Mali                        |  |
| 80                                   | 0.88*        | 84                     | 0.91*        | 109          | 1.00                               | 105          | 1.00         | 102              | 1.00               | 55           | 1.04                                 | 76           | 0.98         | 88              | 0.99              | Mauritius                   |  |
| ...                                  | ...          | 39                     | 0.46*        | 61           | 0.75                               | 69           | 0.74         | 103              | 0.85               | 7            | 0.57                                 | 5            | 0.69         | 13              | 0.69              | Mozambique                  |  |
| 76                                   | 0.95*        | 85                     | 0.96*        | 132          | 1.05                               | 104          | 1.02         | 99               | 1.01               | 45           | 1.24                                 | 57           | 1.13         | 56              | 1.15              | Namibia                     |  |
| ...                                  | ...          | 29                     | 0.35*        | 26           | 0.60                               | 29           | 0.68         | 47               | 0.73               | 6            | 0.44                                 | 6            | 0.65         | 9               | 0.68              | Niger                       |  |
| 55                                   | 0.65*        | 69                     | 0.77         | 87           | 0.81                               | 93           | 0.82         | 103              | 0.86               | 25           | 0.74                                 | 24           | 0.91         | 34              | 0.84              | Nigeria                     |  |
| 58                                   | ...          | 65                     | 0.84*        | 70           | 0.97                               | 99           | 0.98         | 120              | 1.02               | 8            | 0.75                                 | 10           | 1.00         | 14              | 0.89              | Rwanda                      |  |
| 73                                   | 0.73*        | 85                     | 0.85*        | ...          | ...                                | 106          | 0.98         | 134              | 0.98               | ...          | ...                                  | ...          | ...          | 44              | 1.08              | Sao Tome and Principe       |  |
| 27                                   | 0.48*        | 39                     | 0.57*        | 53           | 0.73                               | 61           | 0.86         | 78               | 0.97               | 15           | 0.53                                 | 15           | 0.64         | 21              | 0.75              | Senegal                     |  |
| 88                                   | 1.02*        | 92                     | 1.01*        | ...          | ...                                | 116          | 0.99         | 116              | 1.01               | ...          | ...                                  | 113          | 1.04         | 105             | 0.99              | Seychelles <sup>3</sup>     |  |
| ...                                  | ...          | 35                     | 0.52*        | 53           | 0.70                               | ...          | ...          | ...              | ...                | 18           | 0.57                                 | ...          | ...          | ...             | ...               | Sierra Leone                |  |
| ...                                  | ...          | ...                    | ...          | ...          | ...                                | ...          | ...          | ...              | ...                | ...          | ...                                  | ...          | ...          | ...             | ...               | Somalia                     |  |
| ...                                  | ...          | 82                     | 0.96*        | 109          | 0.99                               | 114          | 0.98         | 104 <sup>z</sup> | 0.96 <sup>z</sup>  | 69           | 1.18                                 | 88           | 1.13         | 93 <sup>z</sup> | 1.07 <sup>z</sup> | South Africa                |  |
| 67                                   | 0.94*        | 80                     | 0.97*        | 94           | 0.99                               | 100          | 0.95         | 107 <sup>z</sup> | 0.93 <sup>z</sup>  | 42           | 0.96                                 | 45           | 1.00         | 45 <sup>z</sup> | 0.97 <sup>z</sup> | Swaziland                   |  |
| ...                                  | ...          | 53                     | 0.56*        | 94           | 0.65                               | 112          | 0.75         | 100              | 0.85               | 20           | 0.34                                 | 28           | 0.40         | 40              | 0.51              | Togo                        |  |
| 56                                   | 0.66*        | 67                     | 0.75*        | 70           | 0.85                               | 126          | 0.92         | 119              | 1.00               | 11           | 0.59                                 | 10           | 0.66         | 19              | 0.81              | Uganda                      |  |
| 59                                   | 0.67*        | 69                     | 0.80*        | 68           | 0.98                               | 64           | 1.00         | 110              | 0.97               | 5            | 0.77                                 | 6            | 0.82         | ...             | ...               | United Republic of Tanzania |  |
| 65                                   | 0.79*        | 68                     | 0.78*        | 93           | ...                                | 75           | 0.92         | 111              | 0.95               | 21           | ...                                  | 20           | 0.77         | 28              | 0.82              | Zambia                      |  |
| 84                                   | 0.88*        | 89                     | 0.93         | 107          | 0.97                               | 98           | 0.97         | 96 <sup>y</sup>  | 0.98 <sup>y</sup>  | 48           | 0.78                                 | 43           | 0.88         | 36 <sup>y</sup> | 0.91 <sup>y</sup> | Zimbabwe                    |  |

|  | Weighted average |      |    |      | Weighted average |      |     |      |     |      | Weighted average |      |     |      |     |      |                            |
|--|------------------|------|----|------|------------------|------|-----|------|-----|------|------------------|------|-----|------|-----|------|----------------------------|
|  | 76               | 0.85 | 82 | 0.89 | 99               | 0.89 | 100 | 0.92 | 107 | 0.95 | 52               | 0.83 | 60  | 0.91 | 66  | 0.94 | World                      |
|  | 98               | 0.98 | 99 | 0.99 | 97               | 0.99 | 100 | 0.99 | 111 | 0.99 | 95               | 1.03 | 91  | 0.99 | 91  | 0.97 | Countries in transition    |
|  | 99               | 0.99 | 99 | 1.00 | 102              | 0.99 | 102 | 1.00 | 102 | 0.99 | 93               | 1.01 | 100 | 1.00 | 102 | 1.00 | Developed countries        |
|  | 68               | 0.77 | 77 | 0.84 | 98               | 0.87 | 100 | 0.91 | 108 | 0.94 | 42               | 0.74 | 53  | 0.88 | 60  | 0.93 | Developing countries       |
|  | 58               | 0.66 | 70 | 0.74 | 83               | 0.80 | 90  | 0.88 | 95  | 0.91 | 51               | 0.75 | 60  | 0.89 | 68  | 0.92 | Arab States                |
|  | 96               | 0.96 | 97 | 0.97 | 98               | 0.98 | 100 | 0.96 | 103 | 0.98 | 81               | 0.98 | 87  | 0.97 | 89  | 0.96 | Central and Eastern Europe |
|  | 99               | 0.99 | 99 | 0.99 | 90               | 0.99 | 99  | 0.99 | 101 | 0.99 | 98               | 0.99 | 86  | 0.97 | 90  | 0.96 | Central Asia               |
|  | 82               | 0.84 | 92 | 0.93 | 117              | 0.94 | 112 | 0.99 | 110 | 0.98 | 50               | 0.83 | 64  | 0.96 | 74  | 1.00 | East Asia and the Pacific  |
|  | 82               | 0.84 | 92 | 0.93 | 117              | 0.94 | 112 | 0.99 | 111 | 0.98 | 50               | 0.83 | 64  | 0.96 | 73  | 1.00 | East Asia                  |
|  | 94               | 0.99 | 93 | 0.98 | 98               | 0.97 | 94  | 0.99 | 98  | 0.96 | 66               | 1.00 | 107 | 1.01 | 105 | 0.98 | Pacific                    |
|  | 88               | 0.98 | 90 | 0.98 | 104              | 0.97 | 121 | 0.97 | 118 | 0.96 | 51               | 1.09 | 80  | 1.07 | 88  | 1.08 | Latin America/Caribbean    |
|  | 71               | 1.00 | 71 | 1.00 | 71               | 0.97 | 115 | 0.97 | 117 | 0.98 | 43               | 1.04 | 54  | 1.03 | 58  | 1.02 | Caribbean                  |
|  | 88               | 0.98 | 90 | 0.98 | 104              | 0.97 | 121 | 0.97 | 118 | 0.96 | 51               | 1.09 | 81  | 1.07 | 89  | 1.08 | Latin America              |
|  | 99               | 0.99 | 99 | 1.00 | 104              | 0.99 | 103 | 1.01 | 102 | 0.99 | 94               | 1.01 | 101 | 0.99 | 102 | 1.01 | N. America/W. Europe       |
|  | 48               | 0.57 | 60 | 0.67 | 92               | 0.76 | 94  | 0.82 | 113 | 0.93 | 41               | 0.60 | 46  | 0.74 | 53  | 0.83 | South and West Asia        |
|  | 54               | 0.71 | 59 | 0.73 | 72               | 0.84 | 80  | 0.86 | 97  | 0.89 | 22               | 0.75 | 24  | 0.82 | 32  | 0.79 | Sub-Saharan Africa         |

5. In countries where two or more education structures exist, indicators were calculated on the basis of the most common or widespread structure. In the Russian Federation this is three grades of primary education starting at age 7. However, a four-grade structure also exists, in which about one-third of primary pupils are enrolled. Gross enrolment ratios may be overestimated.

6. Children enter primary school at age 6 or 7. Since 7 is the most common entrance age, enrolment ratios were calculated using the 7-11 age group for both enrolment and population.

7. For the first time, data include French overseas departments and territories (DOM-TOM).  
8. Enrolment ratios were not calculated due to lack of United Nations population data by age.  
9. Enrolment ratios were not calculated due to inconsistencies between enrolment and the United Nations population data.

Data in italic are UIS estimates.  
Data in bold are for the school year ending in 2006.  
(z) Data are for the school year ending in 2004.  
(y) Data are for the school year ending in 2003.  
(\*) National estimates.

Table 13  
Trends in basic or proxy indicators to measure EFA goal 6

| Country or territory               | GOAL 6<br>Educational quality |              |                               |              |                 |                   |  |      |                 |
|------------------------------------|-------------------------------|--------------|-------------------------------|--------------|-----------------|-------------------|--|------|-----------------|
|                                    | SURVIVAL RATE<br>TO GRADE 5   |              |                               |              |                 |                   | PUPIL/TEACHER RATIO<br>IN PRIMARY EDUCATION <sup>1</sup> |      |                 |
|                                    | 1991                          |              | School year ending in<br>1999 |              | 2004            |                   | School year ending in                                    |      |                 |
|                                    | Total<br>(%)                  |              | Total<br>(%)                  |              | Total<br>(%)    |                   | 1991   | 1999 | 2005            |
|                                    | GPI<br>(F/M)                  | GPI<br>(F/M) | GPI<br>(F/M)                  | GPI<br>(F/M) | GPI<br>(F/M)    | GPI<br>(F/M)      |  |      |                 |
| <b>Arab States</b>                 |                               |              |                               |              |                 |                   |  |      |                 |
| Algeria                            | 95                            | 0.99         | 95                            | 1.02         | 96              | 1.03              | 28   | 28   | 25              |
| Bahrain                            | 89                            | 1.01         | 97                            | 1.01         | 99              | 0.98              | 19*  | ...  | ...             |
| Djibouti                           | 87                            | 1.81         | 77                            | 1.19         | ...             | ...               | 43   | 40   | 35              |
| Egypt                              | ...                           | ...          | 99                            | 1.01         | 99 <sup>y</sup> | 1.01 <sup>y</sup> | 24   | 23   | 26              |
| Iraq                               | ...                           | ...          | 66                            | 0.94         | 81              | 0.84              | 25   | 25   | 21              |
| Jordan                             | ...                           | ...          | 98                            | 0.99         | 99 <sup>y</sup> | 1.00 <sup>y</sup> | 25   | ...  | 20 <sup>y</sup> |
| Kuwait                             | ...                           | ...          | ...                           | ...          | ...             | ...               | 18   | 13   | 12              |
| Lebanon                            | ...                           | ...          | 91                            | 1.07         | 93              | 1.05              | ...  | 14   | 14              |
| Libyan Arab Jamahiriya             | ...                           | ...          | ...                           | ...          | ...             | ...               | 14   | ...  | 5               |
| Mauritania                         | 75                            | 0.99         | 68                            | 0.94         | 53              | 1.07              | 45   | 47   | 40              |
| Morocco                            | 75                            | 1.02         | 82                            | 1.00         | 79              | 0.95              | 27   | 28   | 27              |
| Oman                               | 97                            | 0.99         | 94                            | 1.00         | 100             | 1.00              | 28   | 25   | 14              |
| Palestinian Autonomous Territories | ...                           | ...          | ...                           | ...          | ...             | ...               | ...  | 38   | 25              |
| Qatar                              | 64                            | 1.02         | ...                           | ...          | ...             | ...               | 11   | 13   | 11              |
| Saudi Arabia                       | 83                            | 1.03         | ...                           | ...          | ...             | ...               | 16   | ...  | ...             |
| Sudan                              | 94                            | 1.09         | 84                            | 1.10         | 79              | 1.02              | 34   | ...  | 29              |
| Syrian Arab Republic               | 96                            | 0.98         | 92                            | 0.99         | ...             | ...               | 25   | 25   | ...             |
| Tunisia                            | 86                            | 0.83         | 92                            | 1.02         | 97              | 1.01              | 28   | 24   | 20              |
| United Arab Emirates               | 80                            | 0.99         | 92                            | 0.99         | 97              | 1.01              | 18   | 16   | 15              |
| Yemen                              | ...                           | ...          | 87                            | ...          | 73 <sup>y</sup> | 0.86 <sup>y</sup> | ...  | 22   | ...             |
| <b>Central and Eastern Europe</b>  |                               |              |                               |              |                 |                   |  |      |                 |
| Albania                            | ...                           | ...          | ...                           | ...          | ...             | ...               | 19   | 23   | 21 <sup>z</sup> |
| Belarus                            | ...                           | ...          | ...                           | ...          | ...             | ...               | ...  | 20   | 16              |
| Bosnia and Herzegovina             | ...                           | ...          | ...                           | ...          | ...             | ...               | ...  | ...  | ...             |
| Bulgaria                           | 91                            | 0.99         | ...                           | ...          | ...             | ...               | 15   | 18   | 16              |
| Croatia                            | ...                           | ...          | ...                           | ...          | ...             | ...               | 19   | 19   | 18 <sup>y</sup> |
| Czech Republic                     | ...                           | ...          | 98                            | 1.01         | 98              | 1.01              | 23   | 18   | 16              |
| Estonia                            | ...                           | ...          | 99                            | 1.01         | 99              | 1.01              | ...  | 16   | ...             |
| Hungary                            | 98                            | 1.26         | ...                           | ...          | ...             | ...               | 12   | 11   | 10              |
| Latvia                             | ...                           | ...          | ...                           | ...          | ...             | ...               | 15   | 15   | 12              |
| Lithuania                          | ...                           | ...          | ...                           | ...          | ...             | ...               | 18   | 17   | 14              |
| Poland                             | 98                            | 1.08         | 99                            | ...          | 99              | ...               | 16   | ...  | 12              |
| Republic of Moldova                | ...                           | ...          | ...                           | ...          | ...             | ...               | 23   | 21   | 18              |
| Romania                            | ...                           | ...          | ...                           | ...          | ...             | ...               | 22   | 19   | 17              |
| Russian Federation                 | ...                           | ...          | ...                           | ...          | ...             | ...               | 22   | 18   | 17              |
| Serbia and Montenegro              | ...                           | ...          | ...                           | ...          | ...             | ...               | ...  | 20   | ...             |
| Slovakia                           | ...                           | ...          | ...                           | ...          | ...             | ...               | ...  | 19   | 18              |
| Slovenia                           | ...                           | ...          | ...                           | ...          | ...             | ...               | ...  | 14   | 15              |
| TFYR Macedonia                     | ...                           | ...          | ...                           | ...          | ...             | ...               | 21   | 22   | 19              |
| Turkey                             | 98                            | 0.99         | ...                           | ...          | 97              | 0.99              | 30   | ...  | ...             |
| Ukraine                            | 98                            | ...          | ...                           | ...          | ...             | ...               | 22   | 20   | 19              |
| <b>Central Asia</b>                |                               |              |                               |              |                 |                   |  |      |                 |
| Armenia                            | ...                           | ...          | ...                           | ...          | ...             | ...               | ...  | ...  | 21              |
| Azerbaijan                         | ...                           | ...          | ...                           | ...          | ...             | ...               | ...  | 19   | 13              |
| Georgia                            | ...                           | ...          | ...                           | ...          | ...             | ...               | 17   | 17   | 14 <sup>y</sup> |
| Kazakhstan                         | ...                           | ...          | ...                           | ...          | ...             | ...               | 21   | ...  | 17              |
| Kyrgyzstan                         | ...                           | ...          | ...                           | ...          | ...             | ...               | ...  | 24   | 24              |
| Mongolia                           | ...                           | ...          | ...                           | ...          | ...             | ...               | 28   | 32   | 34              |
| Tajikistan                         | ...                           | ...          | ...                           | ...          | ...             | ...               | 21   | 22   | 21              |
| Turkmenistan                       | ...                           | ...          | ...                           | ...          | ...             | ...               | ...  | ...  | ...             |
| Uzbekistan                         | ...                           | ...          | ...                           | ...          | ...             | ...               | 24   | ...  | ...             |
| <b>East Asia and the Pacific</b>   |                               |              |                               |              |                 |                   |  |      |                 |
| Australia                          | 99                            | 1.01         | ...                           | ...          | ...             | ...               | 17   | 18   | ...             |
| Brunei Darussalam                  | ...                           | ...          | 92                            | 1.00         | 100             | 1.01              | 15   | 14*  | 10              |
| Cambodia                           | ...                           | ...          | 56                            | 0.93         | 63              | 1.05              | 33   | 48   | 53              |

Table 13

| GOAL 6<br>Educational quality             |      |                 |   |                  |  |      |                  |  |       |                    |                                    | Country or territory |
|---|------|-----------------|---|------------------|--|------|------------------|--|-------|--------------------|------------------------------------|----------------------|
| % FEMALE TEACHERS<br>IN PRIMARY EDUCATION |      |                 | TRAINED<br>PRIMARY-SCHOOL<br>TEACHERS <sup>2</sup><br>as % of total |                  | PUBLIC CURRENT<br>EXPENDITURE ON<br>PRIMARY EDUCATION<br>as % of GNP |      |                  | PUBLIC CURRENT<br>EXPENDITURE ON PRIMARY<br>EDUCATION PER PUPIL<br>(unit cost) at PPP<br>in constant 2004 US\$ |       |                    |                                    |                      |
| School year ending in                     |      |                 | School year ending in   |                  | School year ending in  |      |                  | School year ending in  |       |                    |                                    |                      |
| 1991                                      | 1999 | 2005            | 1999  | 2005             | 1991   | 1999 | 2005             | 1991   | 1999  | 2005               |                                    |                      |
|   |      |                 |   |                  |  |      |                  |  |       |                    |                                    |                      |
| Arab States                               |      |                 |   |                  |  |      |                  |  |       |                    |                                    |                      |
| 39  | 46   | 50              | 94  | 99               | ...  | ...  | 1.6 <sup>y</sup> | ...  | ...   | 672 <sup>y</sup>   | Algeria                            |                      |
| 54*                                       | ...  | ...             | ...   | ...              | ...  | ...  | 1.9 <sup>x</sup> | ...  | ...   | 2 926 <sup>x</sup> | Bahrain                            |                      |
| 37  | 28   | 27              | ...   | ...              | ...  | ...  | 2.9              | ...  | ...   | 983                | Djibouti                           |                      |
| 52  | 52   | 55              | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Egypt                              |                      |
| 70  | 72   | 72              | ...   | 100 <sup>z</sup> | ...  | ...  | ...              | ...  | ...   | ...                | Iraq                               |                      |
| 62  | ...  | 64 <sup>y</sup> | ...   | ...              | ...  | 1.9  | 1.8 <sup>z</sup> | ...  | 537   | 589 <sup>z</sup>   | Jordan                             |                      |
| 61  | 73   | 86              | 100   | 100              | 1.5  | ...  | 0.9              | ...  | ...   | 2 910 <sup>z</sup> | Kuwait                             |                      |
| ...                                       | 82   | 85              | 15  | 14               | ...  | ...  | 0.8              | ...  | ...   | 370                | Lebanon                            |                      |
| ...                                       | ...  | 82              | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Libyan Arab Jamahiriya             |                      |
| 18  | 26   | 31              | ...   | 100              | ...  | ...  | 1.5              | ...  | ...   | 201 <sup>y</sup>   | Mauritania                         |                      |
| 37  | 39   | 46              | ...   | 100              | 1.6  | 2.2  | 2.9              | 534  | 663   | 937                | Morocco                            |                      |
| 47  | 52   | 65              | 100   | 100              | 1.6  | 1.4  | 1.8 <sup>z</sup> | ...  | 1 363 | 2 142 <sup>z</sup> | Oman                               |                      |
| ...                                       | 54   | 50              | 100   | 100              | ...  | ...  | ...              | ...  | ...   | ...                | Palestinian Autonomous Territories |                      |
| 72  | 75   | 66              | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Qatar                              |                      |
| 48  | ...  | ...             | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Saudi Arabia                       |                      |
| 51  | ...  | 66              | ...   | 58               | ...  | ...  | ...              | ...  | ...   | ...                | Sudan                              |                      |
| 64  | 65   | ...             | 81  | ...              | ...  | 1.7  | 2.1 <sup>x</sup> | ...  | 412   | 577 <sup>x</sup>   | Syrian Arab Republic               |                      |
| 45  | 50   | 52              | ...   | ...              | ...  | ...  | 2.3              | ...  | ...   | 1 524              | Tunisia                            |                      |
| 64  | 73   | 84              | ...   | 60               | ...  | 0.7  | 0.4 <sup>z</sup> | ...  | 1 880 | 1 601 <sup>z</sup> | United Arab Emirates               |                      |
| ...                                       | 20   | ...             | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Yemen                              |                      |
| Central and Eastern Europe                |      |                 |   |                  |  |      |                  |  |       |                    |                                    |                      |
| 55  | 75   | 76 <sup>z</sup> | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Albania                            |                      |
| ...                                       | 99   | 99              | ...   | 100              | 1.8  | ...  | 0.5              | ...  | ...   | 1 033              | Belarus                            |                      |
| ...                                       | ...  | ...             | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Bosnia and Herzegovina             |                      |
| 77  | 91   | 93              | ...   | ...              | 2.8  | ...  | 0.8 <sup>y</sup> | ...  | ...   | 1 429 <sup>y</sup> | Bulgaria                           |                      |
| 75  | 89   | 90 <sup>y</sup> | 100   | 100 <sup>y</sup> | ...  | ...  | 0.8 <sup>y</sup> | ...  | ...   | 2 246 <sup>y</sup> | Croatia                            |                      |
| ...                                       | 85   | 84              | ...   | ...              | ...  | 0.7  | 0.6 <sup>z</sup> | ...  | 1 651 | 2 226 <sup>z</sup> | Czech Republic                     |                      |
| ...                                       | 86   | ...             | ...   | ...              | ...  | ...  | 1.3 <sup>z</sup> | ...  | ...   | 2 628 <sup>z</sup> | Estonia                            |                      |
| 84  | 85   | 96              | ...   | ...              | 2.4  | 0.9  | 1.1 <sup>z</sup> | 3 195  | 2 260 | 3 831 <sup>z</sup> | Hungary                            |                      |
| ...                                       | 97   | 97              | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Latvia                             |                      |
| 94  | 98   | 98              | ...   | ...              | ...  | ...  | 0.7 <sup>z</sup> | ...  | ...   | 1 879 <sup>z</sup> | Lithuania                          |                      |
| ...                                       | ...  | 85              | ...   | ...              | 1.8  | ...  | 1.7 <sup>z</sup> | 1 231  | ...   | 2 865 <sup>z</sup> | Poland                             |                      |
| 97  | 96   | 97              | ...   | ...              | ...  | ...  | 0.6              | ...  | ...   | 290                | Republic of Moldova                |                      |
| 84  | 86   | 86              | ...   | ...              | ...  | ...  | 0.5 <sup>y</sup> | ...  | ...   | 919 <sup>y</sup>   | Romania                            |                      |
| 99  | 98   | 99              | ...   | 99 <sup>y</sup>  | ...  | ...  | ...              | ...  | ...   | ...                | Russian Federation                 |                      |
| ...                                       | 82   | ...             | 100   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Serbia and Montenegro              |                      |
| ...                                       | 93   | 90              | ...   | ...              | ...  | 0.6  | 0.6 <sup>z</sup> | ...  | 1 190 | 1 695 <sup>z</sup> | Slovakia                           |                      |
| ...                                       | 96   | 97              | ...   | ...              | 1.0  | ...  | 1.1 <sup>z</sup> | 2 877  | ...   | 4 866 <sup>z</sup> | Slovenia                           |                      |
| ...                                       | 66   | 70              | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | TFYR Macedonia                     |                      |
| 43  | ...  | ...             | ...   | ...              | 1.3  | ...  | ...              | 504  | ...   | ...                | Turkey                             |                      |
| 98  | 98   | 99              | ...   | 99.7             | ...  | ...  | ...              | ...  | ...   | ...                | Ukraine                            |                      |
| Central Asia                              |      |                 |   |                  |  |      |                  |  |       |                    |                                    |                      |
| ...                                       | ...  | 99              | ...   | 77               | ...  | ...  | ...              | ...  | ...   | ...                | Armenia                            |                      |
| ...                                       | 83   | 85              | 100   | 100              | ...  | ...  | 0.5              | ...  | ...   | 337                | Azerbaijan                         |                      |
| 92  | 92   | 95 <sup>y</sup> | ...   | 97 <sup>y</sup>  | ...  | ...  | ...              | ...  | ...   | ...                | Georgia                            |                      |
| 96  | ...  | 98              | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Kazakhstan                         |                      |
| 81  | 95   | 96              | 48  | 58               | ...  | ...  | 0.7 <sup>x</sup> | ...  | ...   | 127 <sup>x</sup>   | Kyrgyzstan                         |                      |
| 90  | 93   | 94              | ...   | ...              | ...  | ...  | 1.2 <sup>z</sup> | ...  | ...   | 269 <sup>z</sup>   | Mongolia                           |                      |
| 49  | 56   | 63              | ...   | 84 <sup>z</sup>  | ...  | ...  | 0.9              | ...  | ...   | 100                | Tajikistan                         |                      |
| ...                                       | ...  | ...             | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Turkmenistan                       |                      |
| 79  | ...  | ...             | ...   | ...              | ...  | ...  | ...              | ...  | ...   | ...                | Uzbekistan                         |                      |
| East Asia and the Pacific                 |      |                 |   |                  |  |      |                  |  |       |                    |                                    |                      |
| 72  | ...  | ...             | ...   | ...              | ...  | 1.6  | 1.6 <sup>z</sup> | ...  | 4 311 | 4 747 <sup>z</sup> | Australia                          |                      |
| 57  | 66*  | 71              | ...   | 84               | 0.5  | ...  | ...              | ...  | ...   | ...                | Brunei Darussalam                  |                      |
| 31  | 37   | 41              | ...   | 98               | ...  | ...  | ...              | ...  | ...   | ...                | Cambodia                           |                      |

Table 13 (continued)

| Country or territory             | GOAL 6<br>Educational quality |              |              |              |                  |                   |  |      |                 |
|----------------------------------|-------------------------------|--------------|--------------|--------------|------------------|-------------------|--|------|-----------------|
|                                  | SURVIVAL RATE<br>TO GRADE 5   |              |              |              |                  |                   | PUPIL/TEACHER RATIO<br>IN PRIMARY EDUCATION <sup>1</sup> |      |                 |
|                                  | School year ending in         |              |              |              |                  |                   | School year ending in                                    |      |                 |
|                                  | 1991                          |              | 1999         |              | 2004             |                   | 1991   | 1999 | 2005            |
|                                  | Total<br>(%)                  | GPI<br>(F/M) | Total<br>(%) | GPI<br>(F/M) | Total<br>(%)     | GPI<br>(F/M)      |  |      |                 |
| China                            | 86                            | 1.36         | ...          | ...          | ...              | ...               | 22   | ...  | <b>18</b>       |
| Cook Islands                     | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | 18   | 16 <sup>Y</sup> |
| DPR Korea                        | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | ...  | ...             |
| Fiji                             | 87                            | 0.97         | 87           | 0.96         | 99 <sup>Y</sup>  | 0.97 <sup>Y</sup> | 31   | ...  | 28              |
| Indonesia                        | 84                            | ...          | ...          | ...          | 89               | 0.94              | 23   | ...  | 20              |
| Japan                            | 100                           | 1.00         | ...          | ...          | ...              | ...               | 21   | 21   | 19              |
| Kiribati                         | 92                            | ...          | ...          | ...          | 82 <sup>Y</sup>  | 1.16 <sup>Y</sup> | 29   | 25   | 25              |
| Lao People's Democratic Republic | ...                           | ...          | 54           | 0.98         | 63               | 0.98              | 27   | 31   | 31              |
| Macao, China                     | ...                           | ...          | ...          | ...          | 100 <sup>X</sup> | 1.01 <sup>X</sup> | ...  | 31   | 23              |
| Malaysia                         | 97                            | 1.00         | ...          | ...          | 98 <sup>X</sup>  | 0.99 <sup>X</sup> | 20   | 21   | 17 <sup>Z</sup> |
| Marshall Islands                 | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | 15   | 17 <sup>Y</sup> |
| Micronesia (Federated States of) | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | ...  | ...             |
| Myanmar                          | ...                           | ...          | ...          | ...          | 70               | 1.06              | 48   | 31   | 31              |
| Nauru                            | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | ...  | 22 <sup>Z</sup> |
| New Zealand                      | ...                           | ...          | ...          | ...          | ...              | ...               | 17   | 18   | 16              |
| Niue                             | ...                           | ...          | ...          | ...          | ...              | ...               | 20   | 16   | 12 <sup>Z</sup> |
| Palau                            | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | 15   | ...             |
| Papua New Guinea                 | 69                            | 0.97         | 65           | 0.92         | 68 <sup>X</sup>  | 0.99 <sup>X</sup> | 31   | 36   | 35 <sup>Y</sup> |
| Philippines                      | ...                           | ...          | ...          | ...          | 75               | 1.13              | 33   | 35   | 35              |
| Republic of Korea                | 99                            | 1.00         | 100          | 1.00         | <b>99</b>        | <b>1.00</b>       | 36   | 31   | <b>28</b>       |
| Samoa                            | ...                           | ...          | 94           | 1.05         | ...              | ...               | 26   | 24   | 25 <sup>Z</sup> |
| Singapore                        | ...                           | ...          | ...          | ...          | ...              | ...               | 26   | 27   | 24              |
| Solomon Islands                  | 88                            | 1.28         | ...          | ...          | ...              | ...               | 21   | 19   | ...             |
| Thailand                         | ...                           | ...          | ...          | ...          | ...              | ...               | 22   | 21   | <b>19</b>       |
| Timor-Leste                      | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | ...  | 34              |
| Tokelau                          | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | ...  | 6 <sup>Z</sup>  |
| Tonga                            | ...                           | ...          | ...          | ...          | 77 <sup>Y</sup>  | 1.07 <sup>Y</sup> | 23   | 21   | 20              |
| Tuvalu                           | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | 19   | 19 <sup>Z</sup> |
| Vanuatu                          | ...                           | ...          | 72           | 0.99         | 78               | ...               | 29   | 24   | 20              |
| Viet Nam                         | ...                           | ...          | 83           | 1.08         | 87 <sup>X</sup>  | 0.99 <sup>X</sup> | 35   | 30   | 22              |
| Latin America and the Caribbean  |                               |              |              |              |                  |                   |  |      |                 |
| Anguilla                         | ...                           | ...          | ...          | ...          | 97               | 1.06              | ...  | 22   | 15              |
| Antigua and Barbuda              | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | ...  | ...             |
| Argentina                        | ...                           | ...          | 90           | 1.00         | 97 <sup>Y</sup>  | 1.02 <sup>Y</sup> | ...  | 22   | 17 <sup>Y</sup> |
| Aruba                            | ...                           | ...          | 97           | 0.99         | ...              | ...               | ...  | 19   | 18              |
| Bahamas                          | 84                            | ...          | ...          | ...          | 99               | ...               | ...  | 14   | 16              |
| Barbados                         | ...                           | ...          | 93           | 0.97         | ...              | ...               | 18   | 18   | 15              |
| Belize                           | 67                            | 0.96         | 78           | 1.04         | ...              | ...               | 26   | 24   | 24              |
| Bermuda                          | ...                           | ...          | ...          | ...          | 93               | ...               | ...  | ...  | 8               |
| Bolivia                          | ...                           | ...          | 82           | 0.97         | 85 <sup>Y</sup>  | 1.00 <sup>Y</sup> | 24   | 25   | 24 <sup>Z</sup> |
| Brazil                           | 73                            | ...          | ...          | ...          | ...              | ...               | 23   | 26   | 21 <sup>Z</sup> |
| British Virgin Islands           | ...                           | ...          | ...          | ...          | ...              | ...               | 19   | 18   | 15              |
| Cayman Islands                   | ...                           | ...          | ...          | ...          | 78               | 1.01              | ...  | 15   | 13              |
| Chile                            | 92                            | 0.97         | 100          | 1.00         | 99               | 1.00              | 25   | 32   | 26              |
| Colombia                         | 76                            | ...          | 67           | 1.08         | 81               | 1.07              | 30   | 24   | 28              |
| Costa Rica                       | 84                            | 1.02         | 91           | 1.03         | 87               | 1.07              | 32   | 27   | 21              |
| Cuba                             | 92                            | ...          | 94           | 1.00         | 97               | 1.02              | 13   | 12   | 10              |
| Dominica                         | 75                            | ...          | 91           | ...          | 93               | 0.96              | 29   | 20   | 18              |
| Dominican Republic               | ...                           | ...          | 75           | 1.11         | 86               | ...               | ...  | ...  | 24              |
| Ecuador                          | ...                           | ...          | 77           | 1.01         | 76 <sup>Y</sup>  | 1.03 <sup>Y</sup> | 30   | 27   | 23              |
| El Salvador                      | 58                            | 1.08         | 65           | 1.02         | 69               | 1.07              | ...  | ...  | 30              |
| Grenada                          | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | ...  | 18              |
| Guatemala                        | ...                           | ...          | 56           | 1.06         | 68               | 0.95              | 34   | 38   | 31              |
| Guyana                           | ...                           | ...          | 95           | ...          | ...              | ...               | 30   | 27   | 28              |
| Haiti                            | ...                           | ...          | ...          | ...          | ...              | ...               | 23   | ...  | ...             |
| Honduras                         | ...                           | ...          | ...          | ...          | 70               | 1.08              | 38   | ...  | 33              |
| Jamaica                          | ...                           | ...          | ...          | ...          | 89 <sup>X</sup>  | 1.07 <sup>X</sup> | 34   | ...  | 28              |
| Mexico                           | 80                            | 2.06         | 89           | 1.02         | 94               | 1.01              | 31   | 27   | 28              |
| Montserrat                       | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | 21   | 20              |
| Netherlands Antilles             | ...                           | ...          | 84           | 1.10         | ...              | ...               | ...  | 20   | 20 <sup>Y</sup> |

Table 13

| GOAL 6<br>Educational quality             |      |                  |   |                 |  |      |                  |  |       |                    | Country or territory             |
|---|------|------------------|---|-----------------|--|------|------------------|--|-------|--------------------|----------------------------------|
| % FEMALE TEACHERS<br>IN PRIMARY EDUCATION |      |                  | TRAINED<br>PRIMARY-SCHOOL<br>TEACHERS <sup>2</sup><br>as % of total |                 | PUBLIC CURRENT<br>EXPENDITURE ON<br>PRIMARY EDUCATION<br>as % of GNP |      |                  | PUBLIC CURRENT<br>EXPENDITURE ON PRIMARY<br>EDUCATION PER PUPIL<br>(unit cost) at PPP<br>in constant 2004 US\$ |       |                    |                                  |
| School year ending in                     |      |                  | School year ending in   |                 | School year ending in  |      |                  | School year ending in  |       |                    |                                  |
| 1991                                      | 1999 | 2005             | 1999  | 2005            | 1991   | 1999 | 2005             | 1991   | 1999  | 2005               |                                  |
|   |      |                  |   |                 |  |      |                  |  |       |                    |                                  |
| 43  | ...  | 55               | ...   | ...             | ...  | 0.6  | ...              | ...  | ...   | ...                | China                            |
| ...                                       | 86   | ...              | ...   | ...             | ...  | 0.2  | ...              | ...  | ...   | ...                | Cook Islands                     |
| ...                                       | ...  | ...              | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | DPR Korea                        |
| 57  | ...  | 57               | ...   | ...             | ...  | ...  | 2.5 <sup>2</sup> | ...  | ...   | 1 068 <sup>2</sup> | Fiji                             |
| 51  | ...  | 61               | ...   | ...             | ...  | ...  | 0.3 <sup>y</sup> | ...  | ...   | 84 <sup>y</sup>    | Indonesia                        |
| 58  | ...  | 65               | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Japan                            |
| 58  | 62   | 75               | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Kiribati                         |
| 38  | 43   | 45               | 76  | 83              | ...  | ...  | 0.4              | ...  | ...   | 55                 | Lao People's Democratic Republic |
| ...                                       | 87   | 89               | 81  | 91              | ...  | ...  | ...              | ...  | ...   | ...                | Macao, China                     |
| 57  | 66   | 67 <sup>2</sup>  | ...   | ...             | 1.5  | ...  | 1.7 <sup>2</sup> | 543  | ...   | 1 293 <sup>2</sup> | Malaysia                         |
| ...                                       | ...  | 34 <sup>y</sup>  | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Marshall Islands                 |
| ...                                       | ...  | ...              | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Micronesia (Federated States of) |
| 62  | 73   | 81               | 60  | 76              | ...  | ...  | ...              | ...  | ...   | ...                | Myanmar                          |
| ...                                       | ...  | 95 <sup>2</sup>  | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Nauru                            |
| 80  | 82   | 83               | ...   | ...             | 1.7  | 1.8  | 1.8              | 3 061  | 3 720 | 3 853              | New Zealand                      |
| ...                                       | 100  | 100 <sup>2</sup> | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Niue                             |
| ...                                       | 82   | ...              | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Palau                            |
| 34  | 39   | 39 <sup>y</sup>  | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Papua New Guinea                 |
| ...                                       | 87   | 87               | 100   | ...             | ...  | ...  | 1.3 <sup>2</sup> | ...  | ...   | 414 <sup>2</sup>   | Philippines                      |
| 50  | 64   | 75               | ...   | ...             | 1.3  | 1.3  | 1.4 <sup>2</sup> | 1 012  | 2 564 | 3 254 <sup>2</sup> | Republic of Korea                |
| 72  | 71   | 73 <sup>2</sup>  | ...   | ...             | ...  | 1.4  | ...              | ...  | 449   | ...                | Samoa                            |
| ...                                       | 80   | 83               | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Singapore                        |
| ...                                       | 41   | ...              | ...   | ...             | 2.2  | ...  | ...              | 270  | ...   | ...                | Solomon Islands                  |
| ...                                       | 63   | 60               | ...   | ...             | 1.5  | ...  | ...              | 422  | ...   | ...                | Thailand                         |
| ...                                       | ...  | 31               | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Timor-Leste                      |
| ...                                       | ...  | 69 <sup>2</sup>  | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Tokelau                          |
| 67  | 67   | 63               | ...   | ...             | ...  | ...  | 2.2 <sup>x</sup> | ...  | ...   | 878 <sup>x</sup>   | Tonga                            |
| ...                                       | ...  | ...              | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Tuvalu                           |
| 40  | 49   | 54               | ...   | ...             | ...  | 2.2  | ...              | ...  | 388   | ...                | Vanuatu                          |
| ...                                       | 78   | 78               | 78  | 93              | ...  | ...  | ...              | ...  | ...   | ...                | Viet Nam                         |
| Latin America and the Caribbean           |      |                  |   |                 |  |      |                  |  |       |                    |                                  |
| ...                                       | 87   | 89               | 76  | 68              | ...  | ...  | ...              | ...  | ...   | ...                | Anguilla                         |
| ...                                       | ...  | ...              | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Antigua and Barbuda              |
| ...                                       | 88   | 86 <sup>y</sup>  | ...   | ...             | ...  | 1.6  | 1.5 <sup>2</sup> | ...  | 1 594 | 1 498 <sup>2</sup> | Argentina                        |
| ...                                       | 78   | 81               | 100   | 100             | ...  | ...  | ...              | ...  | ...   | ...                | Aruba                            |
| ...                                       | 63   | 88               | 58  | 89              | ...  | ...  | ...              | ...  | ...   | ...                | Bahamas                          |
| 72  | 76   | 78               | ...   | 73              | ...  | 1.0  | 2.0              | ...  | ...   | ...                | Barbados                         |
| 70  | 64   | 72               | ...   | 51 <sup>2</sup> | 2.7  | ...  | 2.5 <sup>2</sup> | 453  | ...   | 896 <sup>2</sup>   | Belize                           |
| ...                                       | ...  | 88               | ...   | 100             | 1.1  | ...  | ...              | ...  | ...   | ...                | Bermuda                          |
| 59  | 61   | 61 <sup>2</sup>  | ...   | ...             | ...  | 2.0  | 2.9 <sup>y</sup> | ...  | 286   | 429 <sup>y</sup>   | Bolivia                          |
| ...                                       | 93   | 90 <sup>2</sup>  | ...   | ...             | ...  | 1.4  | 1.4 <sup>2</sup> | ...  | 855   | 1 071 <sup>2</sup> | Brazil                           |
| ...                                       | 86   | 88               | 72  | 87              | ...  | ...  | ...              | ...  | ...   | ...                | British Virgin Islands           |
| ...                                       | 89   | 89               | 98  | 99              | ...  | ...  | ...              | ...  | ...   | ...                | Cayman Islands                   |
| 73  | 77   | 78               | ...   | ...             | ...  | 1.5  | 1.4              | ...  | 1 206 | 1 421              | Chile                            |
| ...                                       | 77   | 77               | ...   | ...             | ...  | ...  | 2.4              | ...  | ...   | 1 478              | Colombia                         |
| 80  | 80   | 79               | 93  | 97              | 1.2  | 2.6  | 2.3 <sup>2</sup> | 566  | 1 563 | 1 578 <sup>2</sup> | Costa Rica                       |
| 79  | 79   | 78               | 100   | 100             | ...  | ...  | ...              | ...  | ...   | ...                | Cuba                             |
| 81  | 75   | 85               | 64  | 60              | ...  | ...  | ...              | ...  | ...   | ...                | Dominica                         |
| ...                                       | ...  | 76               | ...   | 88              | ...  | ...  | 1.2              | ...  | ...   | 598                | Dominican Republic               |
| ...                                       | 68   | 70               | ...   | 71 <sup>2</sup> | ...  | ...  | ...              | ...  | ...   | ...                | Ecuador                          |
| ...                                       | ...  | 70               | ...   | 100             | ...  | ...  | 1.4              | ...  | ...   | 470                | El Salvador                      |
| ...                                       | ...  | 76               | ...   | 67              | ...  | ...  | 1.8 <sup>y</sup> | ...  | ...   | 762 <sup>y</sup>   | Grenada                          |
| ...                                       | ...  | ...              | ...   | ...             | ...  | ...  | 0.9              | ...  | ...   | 214                | Guatemala                        |
| 76  | 86   | 86               | 52  | 57              | ...  | ...  | 2.8              | ...  | ...   | 737                | Guyana                           |
| 45  | ...  | ...              | ...   | ...             | 0.7  | ...  | ...              | 213  | ...   | ...                | Haiti                            |
| 74  | ...  | 75               | ...   | 87 <sup>2</sup> | ...  | ...  | ...              | ...  | ...   | ...                | Honduras                         |
| ...                                       | ...  | 89               | ...   | ...             | 1.5  | ...  | 1.8              | 641  | ...   | 547                | Jamaica                          |
| ...                                       | 62   | 66               | ...   | ...             | 0.8  | 1.8  | 2.1 <sup>2</sup> | 453  | 1 054 | 1 442 <sup>2</sup> | Mexico                           |
| ...                                       | 84   | 100              | 100   | 80              | ...  | ...  | ...              | ...  | ...   | ...                | Montserrat                       |
| ...                                       | 86   | 86 <sup>y</sup>  | 100   | ...             | ...  | ...  | ...              | ...  | ...   | ...                | Netherlands Antilles             |

Table 13 (continued)

| Country or territory             | GOAL 6<br>Educational quality |              |              |              |                  |                   |  |                 |                 |
|----------------------------------|-------------------------------|--------------|--------------|--------------|------------------|-------------------|--|-----------------|-----------------|
|                                  | SURVIVAL RATE<br>TO GRADE 5   |              |              |              |                  |                   | PUPIL/TEACHER RATIO<br>IN PRIMARY EDUCATION <sup>1</sup> |                 |                 |
|                                  | School year ending in         |              |              |              |                  |                   | School year ending in                                    |                 |                 |
|                                  | 1991                          |              | 1999         |              | 2004             |                   | 1991   | 1999            | 2005            |
|                                  | Total<br>(%)                  | GPI<br>(F/M) | Total<br>(%) | GPI<br>(F/M) | Total<br>(%)     | GPI<br>(F/M)      |  |                 |                 |
| Nicaragua                        | 44                            | 3.33         | 48           | 1.19         | 54               | 1.11              | 36   | 34              | 34              |
| Panama                           | ...                           | ...          | 92           | 1.01         | 85               | 1.01              | ...  | 26              | 24              |
| Paraguay                         | 74                            | 1.02         | 78           | 1.05         | 81 <sup>Y</sup>  | 1.05 <sup>Y</sup> | 25   | ...             | 28 <sup>Y</sup> |
| Peru                             | ...                           | ...          | 87           | 0.98         | 90               | 0.99              | 29   | ...             | 23              |
| Saint Kitts and Nevis            | ...                           | ...          | ...          | ...          | ...              | ...               | 22   | ...             | 18              |
| Saint Lucia                      | 96                            | 1.02         | 90           | ...          | ...              | ...               | 29   | 22              | 22              |
| Saint Vincent and the Grenadines | ...                           | ...          | ...          | ...          | 88 <sup>X</sup>  | ...               | 20   | ...             | 18              |
| Suriname                         | ...                           | ...          | ...          | ...          | ...              | ...               | 22   | ...             | 19              |
| Trinidad and Tobago              | ...                           | ...          | ...          | ...          | 91 <sup>*</sup>  | 1.03 <sup>*</sup> | 26   | 21              | 17 <sup>*</sup> |
| Turks and Caicos Islands         | ...                           | ...          | ...          | ...          | 46 <sup>X</sup>  | 1.23 <sup>X</sup> | ...  | 18              | 15              |
| Uruguay                          | 97                            | 1.03         | ...          | ...          | 91 <sup>Y</sup>  | 1.04 <sup>Y</sup> | 22   | 20              | 21 <sup>Z</sup> |
| Venezuela                        | 86                            | 1.09         | 91           | 1.08         | 91               | 1.08              | 23   | ...             | 19              |
| North America and Western Europe |                               |              |              |              |                  |                   |  |                 |                 |
| Andorra                          | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | ...             | 11              |
| Austria                          | ...                           | ...          | ...          | ...          | ...              | ...               | 11   | 13              | 12              |
| Belgium                          | 91                            | 1.02         | ...          | ...          | ...              | ...               | ...  | ...             | 11              |
| Canada                           | 97                            | 1.04         | ...          | ...          | ...              | ...               | 15   | 17              | ...             |
| Cyprus                           | 100                           | 1.00         | 96           | 1.03         | ...              | ...               | 21   | 18              | 18              |
| Denmark                          | 94                            | 1.00         | 100          | 1.00         | 93               | 1.00              | ...  | 10              | ...             |
| Finland                          | 100                           | 1.00         | 100          | 1.00         | ...              | ...               | ...  | 17              | 16              |
| France                           | 96                            | 1.37         | 98           | 0.99         | ...              | ...               | ...  | 19              | 19 <sup>Z</sup> |
| Germany                          | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | 17              | 14              |
| Greece                           | 100                           | 1.00         | ...          | ...          | 99               | 1.02              | 19   | 14              | 11              |
| Iceland                          | ...                           | ...          | 100          | 1.00         | 100 <sup>X</sup> | 0.99 <sup>X</sup> | ...  | 11              | 11 <sup>Z</sup> |
| Ireland                          | 100                           | 1.01         | 95           | 1.03         | 100 <sup>Y</sup> | 1.00 <sup>Y</sup> | 27   | 22              | 18              |
| Israel                           | ...                           | ...          | ...          | ...          | ...              | ...               | 15   | 13              | 13              |
| Italy                            | ...                           | ...          | 97           | ...          | 100              | 1.00              | 12   | 11              | 10              |
| Luxembourg                       | ...                           | ...          | 96           | 1.08         | 92 <sup>X</sup>  | 1.02 <sup>X</sup> | 13   | ...             | 11              |
| Malta                            | 99                            | 1.01         | 99           | 0.99         | 99 <sup>X</sup>  | 1.01 <sup>X</sup> | 21   | 20              | 11              |
| Monaco                           | 83                            | 0.81         | ...          | ...          | ...              | ...               | ...  | 16              | 14 <sup>Z</sup> |
| Netherlands                      | ...                           | ...          | 100          | 1.00         | 100 <sup>X</sup> | 1.00 <sup>X</sup> | 17   | ...             | 10              |
| Norway                           | 100                           | 1.01         | 100          | 1.00         | 100              | 1.00              | ...  | ...             | 11 <sup>Z</sup> |
| Portugal                         | ...                           | ...          | ...          | ...          | ...              | ...               | 14   | ...             | 11              |
| San Marino                       | ...                           | ...          | ...          | ...          | ...              | ...               | 6  | ...             | 6 <sup>Z</sup>  |
| Spain                            | ...                           | ...          | ...          | ...          | 100              | 1.00              | 22   | 15              | 14              |
| Sweden                           | 100                           | 1.00         | ...          | ...          | ...              | ...               | 10   | 12              | 10              |
| Switzerland                      | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | ...             | 13              |
| United Kingdom                   | ...                           | ...          | ...          | ...          | ...              | ...               | 20   | 19              | 17              |
| United States                    | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | 15              | 14              |
| South and West Asia              |                               |              |              |              |                  |                   |  |                 |                 |
| Afghanistan                      | ...                           | ...          | ...          | ...          | ...              | ...               | ...  | 36              | 83              |
| Bangladesh                       | ...                           | ...          | 65           | 1.16         | 65 <sup>Y</sup>  | 1.07 <sup>Y</sup> | ...  | 56              | 51 <sup>Z</sup> |
| Bhutan                           | ...                           | ...          | 90           | 1.04         | ...              | ...               | ...  | 42              | 31              |
| India                            | ...                           | ...          | 62           | 0.95         | 79 <sup>Y</sup>  | 0.94 <sup>Y</sup> | 47   | 35 <sup>*</sup> | ...             |
| Iran, Islamic Republic of        | 90                            | 0.98         | ...          | ...          | 88 <sup>X</sup>  | 0.99 <sup>X</sup> | 31   | 27              | 19              |
| Maldives                         | ...                           | ...          | ...          | ...          | 92               | 1.09              | ...  | 24              | 20              |
| Nepal                            | 51                            | 0.99         | 58           | 1.10         | 79               | 1.10              | 39   | 39              | 40              |
| Pakistan                         | ...                           | ...          | ...          | ...          | 70               | 1.07              | ...  | ...             | 38              |
| Sri Lanka                        | 92                            | 1.01         | ...          | ...          | ...              | ...               | 31   | ...             | 22 <sup>Z</sup> |
| Sub-Saharan Africa               |                               |              |              |              |                  |                   |  |                 |                 |
| Angola                           | ...                           | ...          | ...          | ...          | ...              | ...               | 32   | ...             | ...             |
| Benin                            | 55                            | 1.02         | ...          | ...          | 52               | 0.94              | 36   | 53              | 47              |
| Botswana                         | 84                            | 1.06         | 87           | 1.06         | 90 <sup>Y</sup>  | 1.04 <sup>Y</sup> | 30   | 27              | 25              |
| Burkina Faso                     | 70                            | 0.96         | 68           | 1.05         | 76               | 1.01              | 57   | 49              | 47              |
| Burundi                          | 62                            | 0.89         | ...          | ...          | 67               | 1.03              | 67   | 57              | 49              |
| Cameroon                         | ...                           | ...          | 81           | ...          | 64 <sup>X</sup>  | 0.99 <sup>X</sup> | 51   | 52              | 48 <sup>*</sup> |
| Cape Verde                       | ...                           | ...          | ...          | ...          | 93               | ...               | ...  | 29              | 26              |
| Central African Republic         | 23                            | 0.90         | ...          | ...          | ...              | ...               | 77   | ...             | ...             |

Table 13

| GOAL 6<br>Educational quality             |      |                 |   |                 |  |      |                  |  |       |                     |                                  | Country or territory |
|---|------|-----------------|---|-----------------|--|------|------------------|--|-------|---------------------|----------------------------------|----------------------|
| % FEMALE TEACHERS<br>IN PRIMARY EDUCATION |      |                 | TRAINED<br>PRIMARY-SCHOOL<br>TEACHERS <sup>2</sup><br>as % of total |                 | PUBLIC CURRENT<br>EXPENDITURE ON<br>PRIMARY EDUCATION<br>as % of GNP |      |                  | PUBLIC CURRENT<br>EXPENDITURE ON PRIMARY<br>EDUCATION PER PUPIL<br>(unit cost) at PPP<br>in constant 2004 US\$ |       |                     |                                  |                      |
| School year ending in                     |      |                 | School year ending in   |                 | School year ending in  |      |                  | School year ending in  |       |                     |                                  |                      |
| 1991                                      | 1999 | 2005            | 1999  | 2005            | 1991   | 1999 | 2005             | 1991   | 1999  | 2005                |                                  |                      |
|   |      |                 |   |                 |  |      |                  |  |       |                     |                                  |                      |
| 86  | 83   | 78              | 79  | 77              | ...  | ...  | 1.5 <sup>z</sup> | ...  | ...   | 295 <sup>z</sup>    | Nicaragua                        |                      |
| ...                                       | 75   | 76              | 79  | 90              | 1.7  | 1.9  | ...              | 645  | 862   | ...                 | Panama                           |                      |
| ...                                       | ...  | 72 <sup>y</sup> | ...   | ...             | ...  | ...  | 1.9 <sup>y</sup> | ...  | ...   | 567 <sup>y</sup>    | Paraguay                         |                      |
| ...                                       | ...  | 64              | ...   | ...             | ...  | 1.2  | 1.0              | ...  | 355   | 403                 | Peru                             |                      |
| 74  | ...  | 86              | ...   | 58              | 1.1  | ...  | ...              | ...  | ...   | 987 <sup>x</sup>    | Saint Kitts and Nevis            |                      |
| 83  | 84   | 86              | ...   | 80              | 2.5  | 3.3  | 2.2              | 529  | 1 151 | 909                 | Saint Lucia                      |                      |
| 67  | ...  | 73              | ...   | 74              | 3.0  | ...  | 2.9              | 737  | ...   | 1 250               | Saint Vincent and the Grenadines |                      |
| 84  | ...  | 92              | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                 | Suriname                         |                      |
| 70  | 76   | 72*             | 71  | 81*,z           | ...  | 1.5  | ...              | ...  | 948   | ...                 | Trinidad and Tobago              |                      |
| ...                                       | 92   | 89              | 81  | 82              | ...  | ...  | ...              | ...  | ...   | ...                 | Turks and Caicos Islands         |                      |
| ...                                       | 92   | ...             | ...   | ...             | 0.9  | 0.8  | ...              | 420  | 736   | ...                 | Uruguay                          |                      |
| 74  | ...  | 81              | ...   | 84              | ...  | ...  | ...              | ...  | ...   | ...                 | Venezuela                        |                      |
| North America and Western Europe          |      |                 |   |                 |  |      |                  |  |       |                     |                                  |                      |
| ...                                       | ...  | 74              | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                 | Andorra                          |                      |
| 82  | 89   | 90              | ...   | ...             | 0.9  | 1.1  | 1.0 <sup>z</sup> | 4 359  | 7 021 | 7 023 <sup>z</sup>  | Austria                          |                      |
| ...                                       | ...  | 79              | ...   | ...             | 1.2  | ...  | 1.4 <sup>z</sup> | 3 723  | ...   | 6 127 <sup>z</sup>  | Belgium                          |                      |
| 69  | 68   | ...             | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                 | Canada                           |                      |
| 60  | 67   | 83              | ...   | ...             | 1.2  | 1.6  | 1.7 <sup>z</sup> | 1 647  | 3 831 | 5 113 <sup>z</sup>  | Cyprus                           |                      |
| ...                                       | 63   | ...             | ...   | ...             | ...  | 1.6  | 1.8 <sup>z</sup> | ...  | 7 054 | 7 358 <sup>z</sup>  | Denmark                          |                      |
| ...                                       | 71   | 76              | ...   | ...             | 1.8  | 1.2  | 1.2 <sup>z</sup> | 3 696  | 4 404 | 4 924 <sup>z</sup>  | Finland                          |                      |
| ...                                       | 78   | 81 <sup>z</sup> | ...   | ...             | 0.9  | 1.1  | 1.0 <sup>z</sup> | 2 624  | 4 280 | 4 837 <sup>z</sup>  | France                           |                      |
| ...                                       | 82   | 84              | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                 | Germany                          |                      |
| 52  | 57   | 63              | ...   | ...             | 0.6  | 0.7  | 0.9 <sup>z</sup> | 1 272  | 2 157 | 3 203 <sup>z</sup>  | Greece                           |                      |
| ...                                       | 76   | 78 <sup>z</sup> | ...   | ...             | ...  | ...  | 2.7 <sup>y</sup> | ...  | ...   | 7 718 <sup>y</sup>  | Iceland                          |                      |
| 77  | 85   | 84              | ...   | ...             | 1.5  | 1.5  | 1.8 <sup>z</sup> | 2 102  | 3 182 | 5 215 <sup>z</sup>  | Ireland                          |                      |
| 82  | ...  | 86              | ...   | ...             | 1.9  | 2.4  | 2.4 <sup>z</sup> | 2 005  | 4 765 | 4 996 <sup>z</sup>  | Israel                           |                      |
| 91  | 95   | 96              | ...   | ...             | 0.8  | 1.2  | 1.1 <sup>z</sup> | 3 060  | 6 207 | 6 571 <sup>z</sup>  | Italy                            |                      |
| 51  | ...  | 71              | ...   | ...             | ...  | ...  | 1.5 <sup>z</sup> | ...  | ...   | 12 359 <sup>z</sup> | Luxembourg                       |                      |
| 79  | 87   | 86              | ...   | ...             | 0.9  | ...  | 1.1 <sup>x</sup> | 1 158  | ...   | 2 443 <sup>x</sup>  | Malta                            |                      |
| ...                                       | 87   | 80 <sup>z</sup> | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                 | Monaco                           |                      |
| 53  | ...  | 82              | ...   | ...             | 0.9  | 1.2  | 1.4 <sup>z</sup> | 3 072  | 4 446 | 5 441 <sup>z</sup>  | Netherlands                      |                      |
| ...                                       | ...  | 73 <sup>z</sup> | ...   | ...             | 2.5  | 1.6  | 1.7 <sup>z</sup> | 9 637  | 6 267 | 7 013 <sup>z</sup>  | Norway                           |                      |
| 81  | ...  | 82              | ...   | ...             | 1.8  | 1.6  | 1.8 <sup>z</sup> | 2 912  | 3 838 | 4 762 <sup>z</sup>  | Portugal                         |                      |
| 89  | ...  | ...             | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                 | San Marino                       |                      |
| 73  | 68   | 69              | ...   | ...             | 0.8  | 1.1  | 1.1 <sup>y</sup> | 1 781  | 3 890 | 4 399 <sup>y</sup>  | Spain                            |                      |
| 77  | 80   | 81              | ...   | ...             | 3.2  | ...  | 2.0 <sup>z</sup> | 7 185  | ...   | 7 664 <sup>z</sup>  | Sweden                           |                      |
| ...                                       | ...  | 78              | ...   | ...             | 2.1  | 1.4  | 1.5 <sup>y</sup> | 10 208   | 6 635 | 7 193 <sup>y</sup>  | Switzerland                      |                      |
| 78  | 76   | 82              | ...   | ...             | 1.2  | ...  | ...              | 3 100  | ...   | ...                 | United Kingdom                   |                      |
| ...                                       | 86   | 89              | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                 | United States                    |                      |
| South and West Asia                       |      |                 |   |                 |  |      |                  |  |       |                     |                                  |                      |
| ...                                       | —    | 34              | ...   | 36              | ...  | ...  | ...              | ...  | ...   | ...                 | Afghanistan                      |                      |
| ...                                       | 33   | 34 <sup>z</sup> | 64  | 48 <sup>z</sup> | ...  | 0.6  | 0.7              | ...  | 63    | 106                 | Bangladesh                       |                      |
| ...                                       | 32   | 38              | 100   | 94              | ...  | ...  | ...              | ...  | ...   | ...                 | Bhutan                           |                      |
| 28  | 33*  | ...             | ...   | ...             | ...  | 1.2  | ...              | ...  | 264   | ...                 | India                            |                      |
| 53  | 53   | 61              | ...   | 100             | ...  | ...  | 1.0              | ...  | ...   | 599                 | Iran, Islamic Republic of        |                      |
| ...                                       | 60   | 66              | 67  | 64              | ...  | ...  | 3.3              | ...  | ...   | ...                 | Maldives                         |                      |
| 14  | 23   | 30              | 46  | 31              | ...  | 1.1  | 1.3 <sup>y</sup> | ...  | 94    | 113 <sup>y</sup>    | Nepal                            |                      |
| 27  | ...  | 46              | ...   | 86              | ...  | ...  | ...              | ...  | ...   | ...                 | Pakistan                         |                      |
| ...                                       | ...  | 79 <sup>z</sup> | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                 | Sri Lanka                        |                      |
| Sub-Saharan Africa                        |      |                 |   |                 |  |      |                  |  |       |                     |                                  |                      |
| ...                                       | ...  | ...             | ...   | ...             | ...  | ...  | ...              | ...  | ...   | ...                 | Angola                           |                      |
| 25  | 23   | 18              | 58  | 72 <sup>z</sup> | ...  | ...  | 1.7              | ...  | ...   | 116                 | Benin                            |                      |
| 78  | 81   | 78              | 90  | 97              | ...  | ...  | 2.1              | ...  | ...   | 1 118               | Botswana                         |                      |
| 27  | 25   | 29              | ...   | 88              | ...  | ...  | 3.2              | ...  | ...   | 396                 | Burkina Faso                     |                      |
| 46  | 54   | 55              | ...   | 88              | 1.5  | 1.3  | 2.7              | 59   | 76    | 120                 | Burundi                          |                      |
| 30  | 36   | 40*             | ...   | 63*             | ...  | 1.2  | 1.1              | ...  | 154   | 112*                | Cameroon                         |                      |
| ...                                       | 62   | 66              | ...   | 78              | ...  | ...  | 3.2              | ...  | ...   | 1 142               | Cape Verde                       |                      |
| 25  | ...  | ...             | ...   | ...             | 1.2  | ...  | 1.1              | 92   | ...   | 129                 | Central African Republic         |                      |



Table 13 (continued)

| Country or territory         | GOAL 6<br>Educational quality |              |              |              |                 |                   |  |                 |                   |
|------------------------------|-------------------------------|--------------|--------------|--------------|-----------------|-------------------|--|-----------------|-------------------|
|                              | SURVIVAL RATE<br>TO GRADE 5   |              |              |              |                 |                   | PUPIL/TEACHER RATIO<br>IN PRIMARY EDUCATION <sup>1</sup> |                 |                   |
|                              | School year ending in         |              |              |              |                 |                   | School year ending in                                    |                 |                   |
|                              | 1991                          |              | 1999         |              | 2004            |                   | 1991   | 1999            | 2005              |
|                              | Total<br>(%)                  | GPI<br>(F/M) | Total<br>(%) | GPI<br>(F/M) | Total<br>(%)    | GPI<br>(F/M)      |  |                 |                   |
| Chad                         | 51                            | 0.74         | 55           | 0.86         | 33              | 0.94              | 66   | 68              | 63                |
| Comoros                      | ...                           | ...          | ...          | ...          | 80              | 1.02              | 37   | 35              | 35                |
| Congo                        | 60                            | 1.16         | ...          | ...          | 66 <sup>x</sup> | 1.03 <sup>x</sup> | 65   | 61              | 83                |
| Côte d'Ivoire                | 73                            | 0.93         | 69           | 0.89         | ...             | ...               | 37   | 43              | 42 <sup>*.y</sup> |
| Democratic Rep. of the Congo | 55                            | 0.86         | ...          | ...          | ...             | ...               | 40   | 26              | 34 <sup>y</sup>   |
| Equatorial Guinea            | ...                           | ...          | ...          | ...          | ...             | ...               | ...  | 57              | 32 <sup>y</sup>   |
| Eritrea                      | ...                           | ...          | 95           | 0.95         | 79              | 0.89              | 38   | 47              | 48                |
| Ethiopia                     | 18                            | 1.47         | ...          | ...          | ...             | ...               | 36   | 64              | 72                |
| Gabon                        | ...                           | ...          | ...          | ...          | 69 <sup>x</sup> | 1.04 <sup>x</sup> | ...  | 44              | 36 <sup>z</sup>   |
| Gambia                       | ...                           | ...          | ...          | ...          | ...             | ...               | 31   | 33              | 35 <sup>z</sup>   |
| Ghana                        | 80                            | 0.98         | ...          | ...          | 63 <sup>x</sup> | 1.05 <sup>x</sup> | 29   | 30              | 35                |
| Guinea                       | 59                            | 0.76         | ...          | ...          | 76              | 0.94              | 40   | 47              | 45                |
| Guinea-Bissau                | ...                           | ...          | ...          | ...          | ...             | ...               | ...  | 44              | ...               |
| Kenya                        | 77                            | 1.04         | ...          | ...          | 83              | 1.05              | 32   | 32              | 40                |
| Lesotho                      | 66                            | 1.26         | 74           | 1.20         | 73              | ...               | 54   | 44              | 42                |
| Liberia                      | ...                           | ...          | ...          | ...          | ...             | ...               | ...  | 39              | ...               |
| Madagascar                   | 21                            | 0.96         | 51           | 1.02         | 43              | 1.00              | 40   | 47              | 54                |
| Malawi                       | 64                            | 0.80         | 49           | 0.77         | 42              | 0.93              | 61   | ...             | ...               |
| Mali                         | 70                            | 0.95         | 78           | 0.97         | 87              | 0.93              | 47   | 62 <sup>*</sup> | 54                |
| Mauritius                    | 97                            | 1.01         | 99           | 0.99         | 97              | 1.00              | 21   | 26              | 22                |
| Mozambique                   | 34                            | 0.87         | 43           | 0.79         | 62              | 0.88              | 55   | 61              | 66                |
| Namibia                      | 62                            | 1.08         | 92           | 1.02         | 86              | 1.04              | ...  | 32              | 31                |
| Niger                        | 62                            | 1.06         | ...          | ...          | 65              | 0.97              | 42   | 41              | 44                |
| Nigeria                      | 89                            | ...          | ...          | ...          | 73 <sup>y</sup> | 1.05 <sup>y</sup> | 39   | 41              | 37                |
| Rwanda                       | 60                            | 0.97         | 45           | ...          | 46 <sup>y</sup> | 1.13 <sup>y</sup> | 57   | 54              | 62                |
| Sao Tome and Principe        | ...                           | ...          | ...          | ...          | 76              | 1.02              | ...  | 36              | 31                |
| Senegal                      | 85                            | ...          | ...          | ...          | 73              | 0.96              | 53   | 49              | 42                |
| Seychelles                   | 93                            | 1.03         | 99           | 1.02         | ...             | ...               | ...  | 15              | 14                |
| Sierra Leone                 | ...                           | ...          | ...          | ...          | ...             | ...               | 35   | ...             | ...               |
| Somalia                      | ...                           | ...          | ...          | ...          | ...             | ...               | ...  | ...             | ...               |
| South Africa                 | ...                           | ...          | 65           | 0.99         | 82 <sup>y</sup> | 1.02 <sup>y</sup> | 27   | 35              | 36 <sup>z</sup>   |
| Swaziland                    | 77                            | 1.09         | 80           | 1.22         | 77 <sup>x</sup> | 1.08 <sup>x</sup> | 32   | 33              | 32 <sup>z</sup>   |
| Togo                         | 48                            | 0.80         | ...          | ...          | 75              | 0.89              | 58   | 41              | 34                |
| Uganda                       | 36                            | ...          | ...          | ...          | 49              | 0.99              | 33   | ...             | 52                |
| United Republic of Tanzania  | 81                            | 1.02         | ...          | ...          | 85              | 1.03              | 36   | 40              | 52                |
| Zambia                       | ...                           | ...          | 81           | 0.94         | ...             | ...               | ...  | 47              | 51                |
| Zimbabwe                     | 76                            | 1.12         | ...          | ...          | 70 <sup>x</sup> | 1.04 <sup>x</sup> | 39   | 41              | 39 <sup>y</sup>   |

|                                  | Median |      |     |      |     |      | Weighted average |    |    |
|----------------------------------|--------|------|-----|------|-----|------|------------------|----|----|
| World                            | ...    | ...  | ... | ...  | ... | ...  | 26               | 25 | 25 |
| Countries in transition          | ...    | ...  | ... | ...  | ... | ...  | 22               | 19 | 19 |
| Developed countries              | ...    | ...  | ... | ...  | ... | ...  | 17               | 16 | 15 |
| Developing countries             | ...    | ...  | ... | ...  | 81  | ...  | 29               | 27 | 28 |
| Arab States                      | 87     | 1.00 | 92  | 0.99 | 96  | 1.03 | 25               | 23 | 22 |
| Central and Eastern Europe       | ...    | ...  | ... | ...  | ... | ...  | 21               | 19 | 18 |
| Central Asia                     | ...    | ...  | ... | ...  | ... | ...  | 21               | 21 | 21 |
| East Asia and the Pacific        | ...    | ...  | ... | ...  | ... | ...  | 23               | 22 | 20 |
| East Asia                        | ...    | ...  | ... | ...  | 88  | 0.97 | 23               | 22 | 20 |
| Pacific                          | ...    | ...  | ... | ...  | ... | ...  | 18               | 21 | 19 |
| Latin America and the Caribbean  | ...    | ...  | 89  | 1.02 | 87  | 1.07 | 25               | 26 | 23 |
| Caribbean                        | ...    | ...  | ... | ...  | ... | ...  | 25               | 24 | 22 |
| Latin America                    | 80     | ...  | 85  | 0.98 | 86  | ...  | 25               | 26 | 23 |
| North America and Western Europe | ...    | ...  | ... | ...  | ... | ...  | 16               | 15 | 14 |
| South and West Asia              | ...    | ...  | ... | ...  | 79  | 1.02 | 45               | 37 | 39 |
| Sub-Saharan Africa               | 63     | 0.93 | ... | ...  | 73  | ...  | 37               | 41 | 45 |

1. Based on headcounts of pupils and teachers.

2. Data on trained teachers (defined according to national standards) are not collected for countries whose education statistics are gathered through the OECD, Eurostat or the World Education Indicators questionnaires.

Table 13

| GOAL 6<br>Educational quality             |                 |                   |   |                    |  |      |                  |  |                    |                    |                              |
|---|-----------------|-------------------|---|--------------------|--|------|------------------|--|--------------------|--------------------|------------------------------|
| % FEMALE TEACHERS<br>IN PRIMARY EDUCATION |                 |                   | TRAINED<br>PRIMARY-SCHOOL<br>TEACHERS <sup>2</sup><br>as % of total |                    | PUBLIC CURRENT<br>EXPENDITURE ON<br>PRIMARY EDUCATION<br>as % of GNP |      |                  | PUBLIC CURRENT<br>EXPENDITURE ON PRIMARY<br>EDUCATION PER PUPIL<br>(unit cost) at PPP<br>in constant 2004 US\$ |                    |                    | Country or territory         |
| School year ending in                     |                 |                   | School year ending in   |                    | School year ending in  |      |                  | School year ending in  |                    |                    |                              |
| 1991                                      | 1999            | 2005              | 1999  | 2005               | 1991   | 1999 | 2005             | 1991   | 1999               | 2005               |                              |
| 6   | 9               | 12                | ...   | 27                 | 0.7  | ...  | 0.6              | 58   | ...                | 67                 | Chad                         |
| ...                                       | 26              | 33                | ...   | ...                | ...  | ...  | ...              | ...  | ...                | ...                | Comoros                      |
| 32  | 42              | 45                | ...   | 62 <sup>2</sup>    | ...  | 2.0  | 0.7              | ...  | 169                | 37                 | Congo                        |
| 18  | 20              | 24 <sup>*,y</sup> | ...   | 100 <sup>*,y</sup> | ...  | 1.8  | 0.1              | ...  | 262                | ...                | Côte d'Ivoire                |
| 24  | 21              | 26 <sup>y</sup>   | ...   | ...                | ...  | ...  | ...              | ...  | ...                | ...                | Democratic Rep. of the Congo |
| ...                                       | 28              | 30 <sup>y</sup>   | ...   | ...                | ...  | ...  | ...              | ...  | ...                | ...                | Equatorial Guinea            |
| 45  | 35              | 40                | 73  | 84                 | ...  | ...  | 1.0              | ...  | ...                | 111                | Eritrea                      |
| 24  | 37              | 45                | ...   | 97                 | 1.5  | ...  | 2.0              | 61   | ...                | ...                | Ethiopia                     |
| ...                                       | 42              | 45 <sup>2</sup>   | ...   | 100 <sup>y</sup>   | ...  | ...  | ...              | ...  | ...                | ...                | Gabon                        |
| 31  | 29              | 35 <sup>2</sup>   | 72  | 58 <sup>2</sup>    | 1.3  | ...  | ...              | 169  | ...                | ...                | Gambia                       |
| 36  | 32              | 44                | 72  | 56                 | ...  | ...  | 1.6              | ...  | ...                | 283                | Ghana                        |
| 22  | 25              | 24                | ...   | 68                 | ...  | ...  | ...              | ...  | ...                | ...                | Guinea                       |
| ...                                       | 20              | ...               | ...   | ...                | ...  | ...  | ...              | ...  | ...                | ...                | Guinea-Bissau                |
| 38  | 42              | 45                | ...   | 99 <sup>2</sup>    | 3.2  | ...  | 4.0 <sup>2</sup> | 196  | ...                | 240 <sup>2</sup>   | Kenya                        |
| 80  | 80              | 78                | 78  | 64                 | ...  | 3.2  | 3.6              | ...  | 441                | 476                | Lesotho                      |
| ...                                       | 19              | ...               | ...   | ...                | ...  | ...  | ...              | ...  | ...                | ...                | Liberia                      |
| ...                                       | 58              | 60                | ...   | 36                 | ...  | ...  | 1.3              | ...  | ...                | 58                 | Madagascar                   |
| 31  | ...             | ...               | ...   | ...                | 1.1  | ...  | 3.0 <sup>y</sup> | ...  | ...                | 88 <sup>y</sup>    | Malawi                       |
| 25  | 23 <sup>*</sup> | 26                | ...   | ...                | ...  | 1.3  | ...              | ...  | 131                | ...                | Mali                         |
| 45  | 54              | 63                | 100   | 100                | 1.3  | 1.2  | 1.1              | 557  | 1 046              | 1 311              | Mauritius                    |
| 23  | 25              | 30                | ...   | 60                 | ...  | ...  | 2.6 <sup>2</sup> | ...  | ...                | 165 <sup>2</sup>   | Mozambique                   |
| ...                                       | 67              | 67                | 29  | 92                 | ...  | 4.4  | 3.9 <sup>y</sup> | ...  | 1 444              | 911 <sup>y</sup>   | Namibia                      |
| 33  | 31              | 37                | 98  | 76 <sup>2</sup>    | ...  | ...  | ...              | ...  | ...                | ...                | Niger                        |
| 43  | 47              | 51                | ...   | 50                 | ...  | ...  | ...              | ...  | ...                | ...                | Nigeria                      |
| 46  | 55              | 51                | 49  | 82 <sup>2</sup>    | ...  | ...  | 1.9              | ...  | ...                | 128                | Rwanda                       |
| ...                                       | ...             | 55                | ...   | ...                | ...  | ...  | ...              | ...  | ...                | ...                | Sao Tome and Principe        |
| 27  | 23              | 25                | ...   | 100                | 1.7  | ...  | 2.2              | 157  | ...                | 305                | Senegal                      |
| ...                                       | 85              | 85                | 82  | 78 <sup>y</sup>    | ...  | ...  | 1.6 <sup>2</sup> | ...  | ...                | 2 443 <sup>2</sup> | Seychelles                   |
| ...                                       | ...             | ...               | ...   | 61                 | ...  | ...  | 2.3 <sup>y</sup> | ...  | ...                | ...                | Sierra Leone                 |
| ...                                       | ...             | ...               | ...   | ...                | ...  | ...  | ...              | ...  | ...                | ...                | Somalia                      |
| 58  | 78              | 76 <sup>2</sup>   | 62  | 79 <sup>y</sup>    | 4.1  | 2.7  | 2.3              | 1 537  | 1 470 <sup>*</sup> | 1 443              | South Africa                 |
| 78  | 75              | 73 <sup>2</sup>   | 91  | 91 <sup>2</sup>    | 1.4  | 1.9  | 2.3 <sup>2</sup> | 369  | 430                | 472 <sup>2</sup>   | Swaziland                    |
| 19  | 13              | 12                | ...   | 37                 | ...  | 1.8  | ...              | 155  | ...                | ...                | Togo                         |
| ...                                       | ...             | 39                | ...   | 85                 | ...  | ...  | 2.5 <sup>2</sup> | ...  | ...                | 106 <sup>2</sup>   | Uganda                       |
| 40  | 45              | 48                | ...   | 100                | ...  | ...  | ...              | ...  | ...                | ...                | United Republic of Tanzania  |
| ...                                       | 49              | 48                | 94  | ...                | ...  | ...  | 1.3              | ...  | ...                | 54                 | Zambia                       |
| 40  | 47              | 51 <sup>y</sup>   | ...   | ...                | 4.3  | ...  | ...              | ...  | ...                | ...                | Zimbabwe                     |

| Weighted average |    |    | Median |     | Median |     |     | Median |      |      |                                  |
|------------------|----|----|--------|-----|--------|-----|-----|--------|------|------|----------------------------------|
|                  |    |    |        |     |        |     |     |        |      |      |                                  |
| 56               | 58 | 62 | ...    | ... | ...    | ... | 1.5 | ...    | ...  | 985  | World                            |
| 93               | 93 | 93 | ...    | 98  | ...    | ... | ... | ...    | ...  | ...  | Countries in transition          |
| 78               | 81 | 83 | ...    | ... | ...    | ... | 1.2 | ...    | ...  | 4762 | Developed countries              |
| 49               | 52 | 57 | ...    | ... | ...    | ... | 1.8 | ...    | ...  | ...  | Developing countries             |
| 52               | 52 | 58 | ...    | 100 | ...    | ... | 1.9 | ...    | ...  | 960  | Arab States                      |
| 81               | 82 | 81 | ...    | ... | ...    | ... | 0.8 | ...    | ...  | 2053 | Central and Eastern Europe       |
| 85               | 84 | 84 | ...    | 84  | ...    | ... | ... | ...    | ...  | ...  | Central Asia                     |
| 48               | 55 | 59 | ...    | ... | ...    | ... | ... | ...    | ...  | ...  | East Asia and the Pacific        |
| 48               | 55 | 59 | ...    | ... | ...    | ... | ... | ...    | ...  | ...  | East Asia                        |
| 66               | 70 | 72 | ...    | ... | ...    | ... | ... | ...    | ...  | ...  | Pacific                          |
| 77               | 76 | 77 | ...    | 82  | ...    | ... | 1.8 | ...    | ...  | ...  | Latin America and the Caribbean  |
| 65               | 50 | 57 | 76     | 80  | ...    | ... | ... | ...    | ...  | ...  | Caribbean                        |
| 77               | 77 | 78 | ...    | ... | ...    | 1.6 | 1.5 | ...    | 862  | 598  | Latin America                    |
| 80               | 81 | 84 | ...    | ... | 1.2    | 1.3 | 1.5 | 3060   | 4425 | 5441 | North America and Western Europe |
| 31               | 35 | 45 | ...    | 64  | ...    | ... | ... | ...    | ...  | ...  | South and West Asia              |
| 40               | 44 | 45 | ...    | 78  | ...    | ... | 2.1 | ...    | ...  | 165  | Sub-Saharan Africa               |

Data in italic are UIS estimates.

Data in bold are for the school year ending in 2006.

(z) Data are for the school year ending in 2004.

(y) Data are for the school year ending in 2003.

(x) Data are for the school year ending in 2002.

(\*) National estimates.

ANNEX

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# Aid tables

## Introduction

**M**ost of the data on aid used in this Report are derived from the OECD's International Development Statistics (IDS) database, which records information provided annually by all member countries of the OECD Development Assistance Committee (DAC). The IDS comprises the DAC database, which provides aggregate data, and the Creditor Reporting System, which provides project- and activity-level data. The IDS is available online at [www.oecd.org/dac/stats/idsonline](http://www.oecd.org/dac/stats/idsonline). It is updated frequently. The data presented in this Report were downloaded between March and June 2007.

The focus of this section of the annex on aid data is official development assistance. This term and others used in describing aid data are explained below to help in understanding the tables in this section and the data presented in Chapter 4. Private funds are not included.

### Aid recipients and donors

**Official development assistance (ODA)** is public funds provided to developing countries to promote their economic and social development. It is concessional: that is, it takes the form either of a grant or of a loan carrying a lower rate of interest than is available in the market and, usually, a longer than normal repayment period. ODA may be provided directly by a government (bilateral ODA) or through an international agency (multilateral ODA). ODA can include technical cooperation (see below).

**Developing countries** are those in Part I of the DAC List of Aid Recipients, which essentially comprises all low- and middle-income countries. Twelve central and eastern European countries, including new independent states of the former Soviet Union, plus a set of more advanced developing countries are in Part II of the list, and aid to them is referred to as official aid (OA). The data presented in this Report do not include OA unless indicated.

**Bilateral donors** are countries that provide development assistance directly to recipient countries. The majority (Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Japan, Luxembourg, the Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, the United

Kingdom and the United States) are members of the DAC, a forum of major bilateral donors established to promote the volume and effectiveness of aid. Non-DAC bilateral donors include the Republic of Korea and some Arab states. Bilateral donors also contribute substantially to the financing of multilateral donors through contributions recorded as multilateral ODA. The financial flows from multilateral donors to recipient countries are also recorded as ODA receipts.

**Multilateral donors** are international institutions with government membership that conduct all or a significant part of their activities in favour of developing countries. They include multilateral development banks (e.g. the World Bank and the Inter-American Development Bank), United Nations agencies (e.g. UNDP and UNICEF) and regional groupings (e.g. the European Commission and Arab agencies). The development banks also make nonconcessional loans to several middle- and higher-income countries, and these are not counted as part of ODA.

### Types of aid

**Unallocated aid:** some contributions are not susceptible to allocation by sector and are reported as non-sector-allocable aid. Examples are aid for general development purposes (direct budget support), balance-of-payments support, action relating to debt (including debt relief) and emergency assistance.

**Basic education:** the definition of basic education varies by agency. The DAC defines it as covering primary education, basic life skills for youth and adults, and early childhood education.

**Education, level unspecified:** the aid to education reported in the DAC database includes basic, secondary and post-secondary education, and a subcategory called 'education, level unspecified'. This subcategory covers aid related to any activity that cannot be attributed solely to the development of a single level of education.

**Sector budget funding:** funds contributed directly to the budget of a ministry of education are often reported by donors in this subcategory. Although in practice this aid will mainly be used for specific levels of education, such

information is not available in the DAC database. This reduces accuracy in assessing the amount of resources made available for each specific level of education.

**Technical cooperation** (sometimes referred to as technical assistance): according to the DAC Directives, technical cooperation is the provision of know-how in the form of personnel, training, research and associated costs. It includes (a) grants to nationals of aid recipient countries receiving education or training at home or abroad; and (b) payments to consultants, advisers and similar personnel as well as teachers and administrators serving in recipient countries (including the cost of associated equipment). Where such assistance is related specifically to a capital project, it is included with project and programme expenditure and not separately reported as technical cooperation. The aid activities reported in this category vary by donor, as interpretations of the definition are broad.

**Debt relief:** this includes debt forgiveness, i.e. the extinction of a loan by agreement between the creditor (donor) and the debtor (aid recipient), and other action on debt, including debt swaps, buy-backs and refinancing. In the DAC database, debt forgiveness is reported as a grant. It raises gross ODA but not necessarily net ODA (see below).

**Commitments and disbursements:** a commitment is a firm obligation by a donor, expressed in writing and backed by the necessary funds, to provide specified assistance to a country or multilateral organization. The amount specified is recorded as a commitment. Disbursement is the release of funds to, or purchase of goods or services for, a recipient; in other words, the amount spent. Disbursements record the actual international transfer of financial resources or of goods or services valued by the donor. As the aid committed in a given year can be disbursed later, sometimes over several years, the annual aid figures based on commitments differ from those based on disbursements.

**Gross and net disbursements:** gross disbursements are the total aid extended. Net disbursements are the total aid extended minus amounts of loan principal repaid by recipients or cancelled through debt forgiveness.

**Current and constant prices:** aid figures in the DAC database are expressed in US\$. When other currencies are converted into dollars at the exchange rates prevailing at the time, the resulting amounts are at current prices and exchange rates. When comparing aid figures between different years, adjustment is

required to compensate for inflation and changes in exchange rates. Such adjustments result in aid being expressed in constant dollars, i.e. in dollars fixed at the value they held in a given reference year, including their external value in terms of other currencies. Thus, amounts of aid for any year and in any currency expressed in 2005 constant dollars reflect the value of that aid in terms of the purchasing power of dollars in 2005. In this Report, most aid data are presented in 2005 constant dollars. The indices used for adjusting currencies and years (called deflators) are derived from Table 36 of the statistical annex of the 2006 DAC Annual Report (OECD-DAC, 2007b). In previous editions of the *EFA Global Monitoring Report*, amounts of aid were based on the constant prices of different years (the 2007 Report used 2003 constant prices), so amounts for a given country for a given year in these editions differ from the amounts presented in this Report for the same year.

For more detailed and precise definitions of terms used in the DAC database, see the DAC Directives, available at [www.oecd.org/dac/stats/dac/directives](http://www.oecd.org/dac/stats/dac/directives).

*Sources:* OECD-DAC (2007c).

Table 1

Table 1: Bilateral and multilateral ODA

|  | Total ODA                   |                |                | ODA disbursements as % of GNI |      |      | Sector-allocable ODA        |               |               | Debt relief and other actions relating to debt |              |               |
|--|-----------------------------|----------------|----------------|-------------------------------|------|------|-----------------------------|---------------|---------------|--|--------------|---------------|
|  | Constant 2005 US\$ millions |                |                |                               |      |      | Constant 2005 US\$ millions |               |               | Constant 2005 US\$ millions                    |              |               |
|  | 1999-2000 annual average    | 2004           | 2005           | 1999-2000 annual average      | 2004 | 2005 | 1999-2000 annual average    | 2004          | 2005          | 1999-2000 annual average                       | 2004         | 2005          |
| Australia                                    | 1 386                       | 1 302          | 1 431          | 0.27                          | 0.25 | 0.25 | 1 127                       | 1 037         | 1 056         | 10   | 8            | 7             |
| Austria                                      | 667                         | 393            | 1 260          | 0.23                          | 0.23 | 0.52 | 357                         | 205           | 244           | 213  | 85           | 874           |
| Belgium                                      | 677                         | 1 323          | 1 578          | 0.36                          | 0.41 | 0.53 | 448                         | 762           | 819           | 62   | 216          | 501           |
| Canada                                       | 1 509                       | 2 559          | 2 366          | 0.25                          | 0.27 | 0.34 | 778                         | 1 650         | 1 436         | 51   | 95           | 470           |
| Denmark                                      | 1 125                       | 1 693          | 1 674          | 1.06                          | 0.85 | 0.81 | 960                         | 1 357         | 1 446         | 13   | 71           | 66            |
| Finland                                      | 280                         | 438            | 681            | 0.31                          | 0.37 | 0.46 | 174                         | 338           | 490           | 24   | 0            | 1             |
| France                                       | 5 293                       | 7 593          | 9 400          | 0.30                          | 0.41 | 0.47 | 3 730                       | 3 886         | 3 868         | 1 346  | 2 096        | 3 761         |
| Germany                                      | 4 640                       | 5 684          | 9 372          | 0.27                          | 0.28 | 0.36 | 3 669                       | 4 310         | 4 671         | 321  | 838          | 4 035         |
| Greece                                       | 0                           | 172            | 207            | 0.20                          | 0.16 | 0.17 | 0                           | 138           | 146           | 0  | 0            | 0             |
| Ireland                                      | 110                         | 419            | 483            | 0.29                          | 0.39 | 0.42 | 64                          | 324           | 336           | 6  | 0            | 0             |
| Italy  | 984                         | 909            | 2 218          | 0.13                          | 0.15 | 0.29 | 459                         | 434           | 445           | 240  | 129          | 1 773         |
| Japan  | 11 679                      | 11 967         | 16 563         | 0.28                          | 0.19 | 0.28 | 9 894                       | 8 151         | 9 446         | 968  | 2 444        | 5 689         |
| Luxembourg                                   | 0                           | 162            | 219            | 0.71                          | 0.83 | 0.82 | 0                           | 99            | 124           | 0  | 0            | 0             |
| Netherlands                                  | 3 260                       | 2 853          | 4 348          | 0.84                          | 0.73 | 0.82 | 1 509                       | 2 222         | 3 368         | 238  | 30           | 0             |
| New Zealand                                  | 0                           | 188            | 306            | 0.25                          | 0.23 | 0.27 | 0                           | 132           | 201           | 0  | 0            | 0             |
| Norway                                       | 1 547                       | 1 491          | 1 948          | 0.76                          | 0.87 | 0.94 | 1 007                       | 1 147         | 1 503         | 26   | 14           | 2             |
| Portugal                                     | 425                         | 1 048          | 271            | 0.26                          | 0.63 | 0.21 | 221                         | 179           | 231           | 183  | 710          | 3             |
| Spain  | 1 537                       | 1 582          | 1 730          | 0.22                          | 0.24 | 0.27 | 1 059                       | 958           | 698           | 100  | 295          | 762           |
| Sweden                                       | 1 253                       | 2 047          | 2 694          | 0.80                          | 0.78 | 0.94 | 823                         | 1 097         | 1 861         | 0  | 26           | 53            |
| Switzerland                                  | 1 033                       | 1 265          | 1 404          | 0.34                          | 0.41 | 0.44 | 613                         | 801           | 650           | 0  | 8            | 224           |
| United Kingdom                               | 4 745                       | 5 235          | 9 836          | 0.32                          | 0.36 | 0.47 | 4 021                       | 3 847         | 4 340         | 153  | 787          | 4 584         |
| United States                                | 11 477                      | 24 160         | 26 859         | 0.10                          | 0.17 | 0.22 | 7 186                       | 18 644        | 16 354        | 115  | 209          | 4 219         |
| <b>TOTAL DAC bilateral</b>                   | <b>53 627</b>               | <b>74 484</b>  | <b>96 848</b>  | ...                           | ...  | ...  | <b>38 098</b>               | <b>51 718</b> | <b>53 734</b> | <b>4 069</b>                                   | <b>8 061</b> | <b>27 026</b> |
| African Development Fund                     | 790                         | 1 465          | 1 519          | ...                           | ...  | ...  | 680                         | 1 382         | 1 452         | 1  | 84           | 66            |
| Asian Development Fund                       | 1 239                       | 1 575          | 1 409          | ...                           | ...  | ...  | 1 183                       | 1 503         | 1 349         | 0  | 0            | 0             |
| European Commission                          | 8 668                       | 9 263          | 11 355         | ...                           | ...  | ...  | 6 544                       | 7 396         | 8 983         | 0  | 6            | 0             |
| Fast Track Initiative                        | 0                           | 38             | 50             | ...                           | ...  | ...  | 0                           | 38            | 50            | 0  | 0            | 0             |
| International Development Association        | 6 592                       | 12 253         | 8 613          | ...                           | ...  | ...  | 6 242                       | 11 701        | 6 292         | 0  | 412          | 67            |
| Inter-American Development Bank Special Fund | 338                         | 336            | 494            | ...                           | ...  | ...  | 338                         | 333           | 484           | 0  | 0            | 0             |
| UNICEF                                       | 192                         | 676            | 737            | ...                           | ...  | ...  | 169                         | 404           | 480           | 0  | 0            | 0             |
| <b>TOTAL multilaterals</b>                   | <b>18 514</b>               | <b>26 985</b>  | <b>25 732</b>  | ...                           | ...  | ...  | <b>15 806</b>               | <b>24 119</b> | <b>20 646</b> | <b>1</b>                                       | <b>502</b>   | <b>133</b>    |
| <b>TOTAL all donors</b>                      | <b>72 141</b>               | <b>101 469</b> | <b>122 581</b> | ...                           | ...  | ...  | <b>53 904</b>               | <b>75 838</b> | <b>74 380</b> | <b>4 070</b>                                   | <b>8 563</b> | <b>27 160</b> |

## Notes:

(...) indicates that data are not available.

Data for sector-allocable aid include general budget support.

All data represent commitments unless otherwise specified.

Sources: CRS online database (OECD-DAC, 2007c); DAC online database, Table 1 (OECD-DAC, 2007c).

Table 2: Bilateral and multilateral aid to education

|                            | Total aid to education      |              |              | Total aid to basic education |              |              | Direct aid to education     |              |              | Direct aid to basic education |              |              | Secondary education         |            |            |
|----------------------------|-----------------------------|--------------|--------------|------------------------------|--------------|--------------|-----------------------------|--------------|--------------|-------------------------------|--------------|--------------|-----------------------------|------------|------------|
|                            | Constant 2005 US\$ millions |              |              | Constant 2005 US\$ millions  |              |              | Constant 2005 US\$ millions |              |              | Constant 2005 US\$ millions   |              |              | Constant 2005 US\$ millions |            |            |
|                            | 1999-2000 annual average    | 2004         | 2005         | 1999-2000 annual average     | 2004         | 2005         | 1999-2000 annual average    | 2004         | 2005         | 1999-2000 annual average      | 2004         | 2005         | 1999-2000 annual average    | 2004       | 2005       |
| Australia                  | 239                         | 116          | 138          | 63                           | 77           | 37           | 239                         | 116          | 137          | 40                            | 51           | 21           | 21                          | 9          | 15         |
| Austria                    | 122                         | 84           | 95           | 5                            | 4            | 4            | 122                         | 83           | 95           | 3                             | 3            | 2            | 40                          | 6          | 1          |
| Belgium                    | 89                          | 164          | 146          | 15                           | 34           | 36           | 87                          | 157          | 143          | 5                             | 21           | 23           | 10                          | 5          | 17         |
| Canada                     | 95                          | 200          | 246          | 48                           | 158          | 189          | 93                          | 179          | 232          | 27                            | 136          | 146          | 16                          | 3          | 3          |
| Denmark                    | 69                          | 145          | 129          | 42                           | 94           | 71           | 63                          | 117          | 125          | 34                            | 54           | 33           | 19                          | 2          | 20         |
| Finland                    | 26                          | 79           | 52           | 12                           | 52           | 28           | 26                          | 71           | 50           | 3                             | 33           | 10           | 1                           | 2          | 1          |
| France                     | 1 548                       | 1 578        | 1 496        | 354                          | 321          | 236          | 1 515                       | 1 547        | 1 461        | 91                            | 273          | 196          | 284                         | 149        | 149        |
| Germany                    | 829                         | 1 103        | 416          | 119                          | 130          | 161          | 826                         | 1 091        | 405          | 96                            | 107          | 115          | 97                          | 93         | 83         |
| Greece                     | 0                           | 23           | 38           | 0                            | 3            | 6            | 0                           | 22           | 38           | 0                             | 0            | 0            | 0                           | 0          | 0          |
| Ireland                    | 17                          | 59           | 62           | 9                            | 38           | 38           | 17                          | 53           | 58           | 4                             | 28           | 22           | 1                           | 4          | 3          |
| Italy                      | 53                          | 86           | ...          | 15                           | 39           | ...          | 50                          | 85           | ...          | 1                             | 21           | ...          | 11                          | 13         | ...        |
| Japan                      | 517                         | 1 238        | 855          | 213                          | 298          | 264          | 330                         | 1 237        | 841          | 46                            | 209          | 155          | 36                          | 71         | 49         |
| Luxembourg                 | 0                           | 23           | 29           | 0                            | 11           | 13           | 0                           | 23           | 29           | 0                             | 11           | 3            | 0                           | 11         | 6          |
| Netherlands                | 272                         | 419          | 721          | 176                          | 274          | 476          | 235                         | 392          | 618          | 127                           | 254          | 361          | 10                          | 4          | 11         |
| New Zealand                | 0                           | 50           | 67           | 0                            | 14           | 48           | 0                           | 46           | 62           | 0                             | 11           | 44           | 0                           | 4          | 3          |
| Norway                     | 137                         | 165          | 207          | 85                           | 117          | 116          | 134                         | 140          | 185          | 72                            | 85           | 78           | 8                           | 6          | 6          |
| Portugal                   | 36                          | 56           | 65           | 9                            | 6            | 10           | 35                          | 55           | 64           | 4                             | 3            | 4            | 4                           | 2          | 6          |
| Spain                      | 225                         | 126          | 184          | 68                           | 45           | 73           | 225                         | 123          | 183          | 21                            | 30           | 48           | 31                          | 24         | 34         |
| Sweden                     | 68                          | 85           | 173          | 44                           | 68           | 63           | 44                          | 71           | 144          | 24                            | 59           | 1            | 1                           | 1          | 5          |
| Switzerland                | 45                          | 46           | 24           | 19                           | 26           | 5            | 45                          | 36           | 24           | 14                            | 18           | 3            | 20                          | 7          | 7          |
| United Kingdom             | 435                         | 956          | 336          | 320                          | 830          | 249          | 316                         | 794          | 257          | 233                           | 737          | 164          | 15                          | 1          | 1          |
| United States              | 355                         | 600          | 744          | 194                          | 530          | 596          | 331                         | 598          | 694          | 174                           | 510          | 509          | 43                          | 15         | 39         |
| <b>TOTAL DAC bilateral</b> | <b>5 180</b>                | <b>7 401</b> | <b>6 222</b> | <b>1 811</b>                 | <b>3 170</b> | <b>2 719</b> | <b>4 732</b>                | <b>7 037</b> | <b>5 844</b> | <b>1 019</b>                  | <b>2 654</b> | <b>1 937</b> | <b>670</b>                  | <b>435</b> | <b>458</b> |

|  |              |              |              |            |              |            |              |              |              |            |              |            |            |            |            |
|--|--------------|--------------|--------------|------------|--------------|------------|--------------|--------------|--------------|------------|--------------|------------|------------|------------|------------|
| African Development Fund                     | 74           | 158          | 123          | 46         | 49           | 62         | 68           | 129          | 66           | 18         | 2            | 0          | 0          | 61         | 0          |
| Asian Development Fund                       | 125          | 305          | 311          | 9          | 123          | 33         | 125          | 304          | 282          | 0          | 123          | 18         | 104        | 181        | 264        |
| European Commission                          | 709          | 576          | 949          | 451        | 227          | 474        | 503          | 429          | 720          | 332        | 102          | 310        | 60         | 61         | 61         |
| Fast Track Initiative                        | 0            | 38           | 50           | 0          | 38           | 50         | 0            | 38           | 50           | 0          | 38           | 50         | 0          | 0          | 0          |
| International Development Association        | 787          | 2 126        | 584          | 406        | 1 377        | 268        | 609          | 1 624        | 559          | 143        | 1 032        | 84         | 53         | 316        | 19         |
| Inter-American Development Bank Special Fund | 5            | 48           | 22           | 3          | 29           | 0          | 5            | 42           | 22           | 0          | 10           | 0          | 0          | 0          | 22         |
| UNICEF                                       | 28           | 60           | 68           | 28         | 59           | 67         | 28           | 60           | 68           | 28         | 59           | 67         | 0          | 0          | 1          |
| <b>TOTAL multilaterals</b>                   | <b>1 734</b> | <b>3 311</b> | <b>2 106</b> | <b>945</b> | <b>1 903</b> | <b>954</b> | <b>1 343</b> | <b>2 625</b> | <b>1 768</b> | <b>522</b> | <b>1 366</b> | <b>529</b> | <b>217</b> | <b>619</b> | <b>368</b> |

|                         |              |               |              |              |              |              |              |              |              |              |              |              |            |              |            |
|-------------------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|--------------|------------|
| <b>TOTAL all donors</b> | <b>6 914</b> | <b>10 712</b> | <b>8 328</b> | <b>2 756</b> | <b>5 074</b> | <b>3 672</b> | <b>6 076</b> | <b>9 662</b> | <b>7 612</b> | <b>1 541</b> | <b>4 020</b> | <b>2 466</b> | <b>887</b> | <b>1 054</b> | <b>826</b> |
|-------------------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|--------------|------------|

Notes:

(...) indicates that data are not available.

Data for sector-allocable aid include general budget support.

All data represent commitments unless otherwise specified.

Sources: CRS online database (OECD-DAC, 2007c); DAC online database, Table 1 (OECD-DAC, 2007c).



Table 2

|  | Post-secondary education    |       |       | Education, level unspecified |      |       | Share of education in total ODA |      |      | Share of education in total sector-allocable ODA |      |      | Share of basic education in total aid to education |      |      |                |
|--|-----------------------------|-------|-------|------------------------------|------|-------|---------------------------------|------|------|--|------|------|--|------|------|----------------|
|  | Constant 2005 US\$ millions |       |       | Constant 2005 US\$ millions  |      |       | (%)                             |      |      | (%)  |      |      | (%)  |      |      |                |
|  | 1999-2000 annual average    | 2004  | 2005  | 1999-2000 annual average     | 2004 | 2005  | 1999-2000 annual average        | 2004 | 2005 | 1999-2000 annual average                         | 2004 | 2005 | 1999-2000 annual average                           | 2004 | 2005 |                |
|  | 132                         | 5     | 71    | 45                           | 50   | 31    | 17                              | 9    | 10   | 21   | 11   | 13   | 26   | 66   | 26   | Australia      |
|  | 75                          | 72    | 89    | 4                            | 3    | 2     | 18                              | 21   | 8    | 34   | 41   | 39   | 4  | 5    | 4    | Austria        |
|  | 53                          | 111   | 80    | 19                           | 21   | 24    | 13                              | 12   | 9    | 20   | 21   | 18   | 17   | 21   | 25   | Belgium        |
|  | 10                          | 18    | 12    | 40                           | 22   | 72    | 6                               | 8    | 10   | 12   | 12   | 17   | 51   | 79   | 77   | Canada         |
|  | 0                           | 10    | 1     | 10                           | 51   | 71    | 6                               | 9    | 8    | 7  | 11   | 9    | 61   | 65   | 55   | Denmark        |
|  | 4                           | 5     | 4     | 17                           | 30   | 35    | 9                               | 18   | 8    | 15   | 23   | 11   | 44   | 66   | 54   | Finland        |
|  | 647                         | 1 059 | 1 070 | 493                          | 66   | 45    | 29                              | 21   | 16   | 41   | 41   | 39   | 23   | 20   | 16   | France         |
|  | 591                         | 856   | 127   | 42                           | 35   | 80    | 18                              | 19   | 4    | 23   | 26   | 9    | 14   | 12   | 39   | Germany        |
|  | 0                           | 18    | 26    | 0                            | 4    | 11    | ...                             | 13   | 18   | ...  | 17   | 26   | ...  | 11   | 15   | Greece         |
|  | 2                           | 9     | 4     | 11                           | 12   | 29    | 16                              | 14   | 13   | 27   | 18   | 19   | 51   | 63   | 62   | Ireland        |
|  | 13                          | 14    | ...   | 24                           | 37   | ...   | 5                               | 9    | ...  | 12   | 20   | ...  | 29   | 46   | ...  | Italy          |
|  | 99                          | 782   | 433   | 149                          | 176  | 204   | 4                               | 10   | 5    | 5  | 15   | 9    | 41   | 24   | 31   | Japan          |
|  | 0                           | 0     | 0     | 0                            | 1    | 20    | ...                             | 14   | 13   | ...  | 23   | 23   | ...  | 49   | 44   | Luxembourg     |
|  | 37                          | 122   | 119   | 61                           | 12   | 127   | 8                               | 15   | 17   | 18   | 19   | 21   | 65   | 65   | 66   | Netherlands    |
|  | 0                           | 29    | 11    | 0                            | 2    | 3     | ...                             | 26   | 22   | ...  | 38   | 33   | ...  | 28   | 73   | New Zealand    |
|  | 32                          | 10    | 47    | 22                           | 38   | 54    | 9                               | 11   | 11   | 14   | 14   | 14   | 62   | 71   | 56   | Norway         |
|  | 18                          | 44    | 43    | 8                            | 6    | 11    | 9                               | 5    | 24   | 16   | 31   | 28   | 26   | 11   | 16   | Portugal       |
|  | 79                          | 42    | 53    | 94                           | 27   | 48    | 15                              | 8    | 11   | 21   | 13   | 26   | 30   | 36   | 39   | Spain          |
|  | 2                           | 6     | 43    | 17                           | 5    | 95    | 5                               | 4    | 6    | 8  | 8    | 9    | 65   | 81   | 37   | Sweden         |
|  | 1                           | 4     | 9     | 10                           | 7    | 5     | 4                               | 4    | 2    | 7  | 6    | 4    | 43   | 57   | 21   | Switzerland    |
|  | 13                          | 32    | 0     | 54                           | 25   | 92    | 9                               | 18   | 3    | 11   | 25   | 8    | 74   | 87   | 74   | United Kingdom |
|  | 98                          | 34    | 22    | 16                           | 38   | 125   | 3                               | 2    | 3    | 5  | 3    | 5    | 55   | 88   | 80   | United States  |
|  | 1 907                       | 3 280 | 2 264 | 1 137                        | 668  | 1 184 | 10                              | 10   | 6    | 14   | 14   | 12   | 35   | 43   | 44   | TOTAL DAC      |

|  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|  | 0   | 0   | 0   | 49  | 66  | 66  | 9   | 11  | 8   | 11  | 11  | 8   | 62  | 31  | 50  | African Development Fund                     |
|  | 4   | 0   | 0   | 17  | 0   | 0   | 10  | 19  | 22  | 11  | 20  | 23  | 7   | 40  | 10  | Asian Development Fund                       |
|  | 79  | 163 | 248 | 32  | 104 | 100 | 8   | 6   | 8   | 11  | 8   | 11  | 64  | 39  | 50  | European Commission                          |
|  | 0   | 0   | 0   | 0   | 0   | 0   | ... | 100 | 100 | ... | 100 | 100 | ... | 100 | 100 | Fast Track Initiative                        |
|  | 65  | 88  | 112 | 348 | 188 | 344 | 12  | 17  | 7   | 13  | 18  | 9   | 52  | 65  | 46  | International Development Association        |
|  | 0   | 0   | 0   | 5   | 31  | 0   | 2   | 14  | 4   | 2   | 14  | 5   | 50  | 61  | 0   | Inter-American Development Bank Special Fund |
|  | 0   | 0   | 0   | 0   | 0   | 0   | 14  | 9   | 9   | 16  | 15  | 14  | 100 | 99  | 99  | UNICEF                                       |
|  | 148 | 251 | 361 | 456 | 389 | 511 | 9   | 12  | 8   | 11  | 14  | 10  | 55  | 57  | 45  | TOTAL multilaterals                          |

|  |       |       |       |       |       |       |    |    |   |    |    |    |    |    |    |                  |
|--|-------|-------|-------|-------|-------|-------|----|----|---|----|----|----|----|----|----|------------------|
|  | 2 056 | 3 531 | 2 624 | 1 592 | 1 058 | 1 695 | 10 | 11 | 7 | 13 | 14 | 11 | 40 | 47 | 44 | TOTAL all donors |
|--|-------|-------|-------|-------|-------|-------|----|----|---|----|----|----|----|----|----|------------------|

Table 3: ODA recipients

|                                      | Total ODA                   |               |               | Per capita ODA           |            |            | Sector-allocable ODA        |               |               | Debt relief and other actions relating to debt |            |               |
|--------------------------------------|-----------------------------|---------------|---------------|--------------------------|------------|------------|-----------------------------|---------------|---------------|--|------------|---------------|
|                                      | Constant 2005 US\$ millions |               |               | Constant 2005 US\$       |            |            | Constant 2005 US\$ millions |               |               | Constant 2005 US\$ millions                    |            |               |
|                                      | 1999-2000 annual average    | 2004          | 2005          | 1999-2000 annual average | 2004       | 2005       | 1999-2000 annual average    | 2004          | 2005          | 1999-2000 annual average                       | 2004       | 2005          |
| <b>Arab States</b>                   | <b>6 501</b>                | <b>17 649</b> | <b>28 292</b> | <b>24</b>                | <b>59</b>  | <b>93</b>  | <b>5 307</b>                | <b>14 028</b> | <b>11 271</b> | <b>485</b>                                     | <b>330</b> | <b>14 009</b> |
| <i>unallocated within the region</i> | <i>276</i>                  | <i>291</i>    | <i>413</i>    | <i>...</i>               | <i>...</i> | <i>...</i> | <i>191</i>                  | <i>208</i>    | <i>320</i>    | <i>1</i>                                       | <i>0</i>   | <i>0</i>      |
| Algeria                              | 247                         | 624           | 561           | 8                        | 19         | 17         | 222                         | 314           | 454           | 0  | 0          | 36            |
| Bahrain                              | 1                           | 2             | 0             | 1                        | 3          | 0          | 1                           | 1             | 0             | 0  | 0          | 0             |
| Djibouti                             | 101                         | 70            | 96            | 160                      | 90         | 122        | 96                          | 56            | 83            | 2  | 0          | 0             |
| Egypt                                | 1 688                       | 1 359         | 944           | 25                       | 19         | 13         | 1 396                       | 1 003         | 802           | 290  | 135        | 125           |
| Iraq                                 | 118                         | 9 851         | 19 607        | 5                        | 351        | 681        | 17                          | 8 736         | 5 266         | 0  | 0          | 13 708        |
| Jordan                               | 601                         | 581           | 590           | 122                      | 105        | 104        | 454                         | 528           | 548           | 86   | 15         | 25            |
| Lebanon                              | 142                         | 166           | 248           | 41                       | 47         | 69         | 126                         | 139           | 218           | 0  | 0          | 0             |
| Libyan Arab Jamahiriya               | 2                           | 0             | 5             | 0.4                      | 0          | 1          | 2                           | 0             | 5             | 0  | 0          | 0             |
| Mauritania                           | 254                         | 338           | 253           | 95                       | 113        | 83         | 214                         | 220           | 131           | 20   | 96         | 34            |
| Morocco                              | 923                         | 1 293         | 902           | 31                       | 42         | 29         | 840                         | 1 036         | 856           | 63   | 64         | 0             |
| Oman                                 | 8                           | 9             | 10            | 3                        | 4          | 4          | 7                           | 8             | 9             | 0  | 0          | 0             |
| Palestinian A. T.                    | 587                         | 629           | 959           | 184                      | 175        | 259        | 513                         | 419           | 782           | 0  | 0          | 0             |
| Saudi Arabia                         | 4                           | 14            | 9             | 0.2                      | 1          | 0          | 4                           | 9             | 8             | 0  | 0          | 0             |
| Sudan                                | 300                         | 1 238         | 2 777         | 10                       | 35         | 77         | 98                          | 336           | 983           | 4  | 4          | 7             |
| Syrian Arab Republic                 | 126                         | 152           | 106           | 8                        | 8          | 6          | 123                         | 135           | 98            | 0  | 0          | 0             |
| Tunisia                              | 661                         | 553           | 463           | 70                       | 55         | 46         | 652                         | 481           | 450           | 0  | 0          | 2             |
| Yemen                                | 461                         | 478           | 348           | 25                       | 24         | 17         | 350                         | 402           | 257           | 19   | 15         | 72            |
| <b>Central and Eastern Europe</b>    | <b>5 872</b>                | <b>3 969</b>  | <b>5 628</b>  | <b>37</b>                | <b>25</b>  | <b>35</b>  | <b>3 460</b>                | <b>3 401</b>  | <b>4 739</b>  | <b>287</b>                                     | <b>7</b>   | <b>203</b>    |
| <i>unallocated within the region</i> | <i>293</i>                  | <i>499</i>    | <i>470</i>    | <i>...</i>               | <i>...</i> | <i>...</i> | <i>141</i>                  | <i>239</i>    | <i>306</i>    | <i>0</i>                                       | <i>0</i>   | <i>0</i>      |
| Albania                              | 594                         | 386           | 344           | 190                      | 124        | 110        | 431                         | 342           | 328           | 2  | 0          | 0             |
| Belarus                              | 0                           | 0             | 56            | 0                        | 0          | 6          | 0                           | 0             | 51            | 0  | 0          | 0             |
| Bosnia and Herzegovina               | 1 197                       | 616           | 453           | 301                      | 158        | 116        | 665                         | 552           | 370           | 285  | 0          | 0             |
| Croatia                              | 94                          | 197           | 202           | 20                       | 43         | 44         | 79                          | 167           | 193           | 0  | 0          | 0             |
| Republic of Moldova                  | 158                         | 154           | 214           | 37                       | 37         | 51         | 146                         | 128           | 158           | 0  | 0          | 0             |
| Serbia and Montenegro                | 2 026                       | 1 251         | 1 417         | 192                      | 119        | 135        | 1 036                       | 1 160         | 1 027         | 0  | 6          | 203           |
| Slovenia                             | 37                          | 0             | 0             | 18                       | 0          | 0          | 32                          | 0             | 0             | 0  | 0          | 0             |
| TFYR Macedonia                       | 647                         | 339           | 195           | 318                      | 167        | 96         | 306                         | 313           | 181           | 0  | 0          | 0             |
| Turkey                               | 825                         | 526           | 1 674         | 12                       | 7          | 23         | 624                         | 500           | 1 538         | 0  | 0          | 0             |
| Ukraine                              | 0                           | 0             | 603           | 0                        | 0          | 13         | 0                           | 0             | 587           | 0  | 0          | 0             |
| <b>Central Asia</b>                  | <b>1 950</b>                | <b>1 823</b>  | <b>2 165</b>  | <b>26</b>                | <b>24</b>  | <b>28</b>  | <b>1 564</b>                | <b>1 580</b>  | <b>1 828</b>  | <b>0</b>                                       | <b>5</b>   | <b>74</b>     |
| <i>unallocated within the region</i> | <i>0</i>                    | <i>0</i>      | <i>35</i>     | <i>...</i>               | <i>...</i> | <i>...</i> | <i>0</i>                    | <i>0</i>      | <i>62</i>     | <i>0</i>                                       | <i>0</i>   | <i>0</i>      |
| Armenia                              | 265                         | 289           | 407           | 70                       | 95         | 135        | 230                         | 272           | 318           | 0  | 0          | 23            |
| Azerbaijan                           | 291                         | 173           | 483           | 36                       | 21         | 57         | 251                         | 141           | 445           | 0  | 0          | 0             |
| Georgia                              | 307                         | 302           | 313           | 58                       | 67         | 70         | 266                         | 228           | 247           | 0  | 4          | 0             |
| Kazakhstan                           | 211                         | 117           | 139           | 13                       | 8          | 9          | 208                         | 111           | 124           | 0  | 0          | 0             |
| Kyrgyzstan                           | 255                         | 213           | 228           | 52                       | 41         | 43         | 193                         | 197           | 167           | 0  | 1          | 43            |
| Mongolia                             | 283                         | 164           | 151           | 112                      | 63         | 57         | 154                         | 131           | 114           | 0  | 0          | 8             |
| Tajikistan                           | 149                         | 237           | 241           | 25                       | 37         | 37         | 84                          | 188           | 191           | 0  | 0          | 0             |
| Turkmenistan                         | 24                          | 15            | 21            | 5                        | 3          | 4          | 24                          | 12            | 20            | 0  | 0          | 0             |
| Uzbekistan                           | 165                         | 313           | 147           | 7                        | 12         | 6          | 154                         | 300           | 140           | 0  | 0          | 0             |
| <b>East Asia and the Pacific</b>     | <b>13 864</b>               | <b>11 515</b> | <b>13 803</b> | <b>7</b>                 | <b>6</b>   | <b>7</b>   | <b>12 640</b>               | <b>10 861</b> | <b>11 131</b> | <b>142</b>                                     | <b>5</b>   | <b>632</b>    |
| <i>unallocated within the region</i> | <i>210</i>                  | <i>322</i>    | <i>567</i>    | <i>...</i>               | <i>...</i> | <i>...</i> | <i>172</i>                  | <i>225</i>    | <i>381</i>    | <i>0</i>                                       | <i>0</i>   | <i>0</i>      |
| Cambodia                             | 508                         | 556           | 549           | 39                       | 40         | 39         | 431                         | 503           | 510           | 0  | 0          | 0             |
| China                                | 2 692                       | 2 499         | 1 898         | 2                        | 2          | 1          | 2 562                       | 2 465         | 1 632         | 0  | 0          | 0             |
| Cook Islands                         | 3                           | 8             | 15            | 134                      | 421        | 817        | 3                           | 8             | 13            | 0  | 0          | 0             |
| DPR Korea                            | 196                         | 124           | 65            | 9                        | 6          | 3          | 59                          | 24            | 24            | 0  | 0          | 0             |
| Fiji                                 | 22                          | 63            | 44            | 27                       | 74         | 52         | 21                          | 57            | 42            | 0  | 0          | 0             |
| Indonesia                            | 2 053                       | 2 134         | 4 468         | 10                       | 10         | 20         | 1 607                       | 2 058         | 2 713         | 96   | 0          | 527           |
| Kiribati                             | 23                          | 29            | 28            | 275                      | 296        | 285        | 23                          | 29            | 28            | 0  | 0          | 0             |

Table 3

Table 3 (continued)

|  | Total ODA                   |              |              | Per capita ODA           |            |            | Sector-allocable ODA        |              |              | Debt relief and other actions relating to debt |              |              |
|--|-----------------------------|--------------|--------------|--------------------------|------------|------------|-----------------------------|--------------|--------------|--|--------------|--------------|
|  | Constant 2005 US\$ millions |              |              | Constant 2005 US\$       |            |            | Constant 2005 US\$ millions |              |              | Constant 2005 US\$ millions                    |              |              |
|  | 1999-2000 annual average    | 2004         | 2005         | 1999-2000 annual average | 2004       | 2005       | 1999-2000 annual average    | 2004         | 2005         | 1999-2000 annual average                       | 2004         | 2005         |
| Lao PDR                                | 216                         | 237          | 337          | 41                       | 41         | 57         | 201                         | 221          | 309          | 3  | 0            | 4            |
| Malaysia                               | 1 245                       | 76           | 815          | 56                       | 3          | 32         | 1 244                       | 72           | 813          | 0  | 0            | 0            |
| Marshall Islands                       | 59                          | 54           | 52           | 1 152                    | 902        | 844        | 43                          | 51           | 51           | 0  | 0            | 0            |
| Micronesia                             | 0                           | 0            | 0            | 0                        | 0          | 0          | 0                           | 0            | 0            | 0  | 0            | 0            |
| Myanmar                                | 59                          | 125          | 140          | 1                        | 2          | 3          | 34                          | 63           | 74           | 12   | 4            | 4            |
| Nauru                                  | 0                           | 16           | 16           | 11                       | 1 195      | 1 194      | 0                           | 3            | 14           | 0  | 0            | 0            |
| Niue                                   | 1                           | 16           | 33           | 497                      | 10 689     | 22 644     | 1                           | 10           | 32           | 0  | 0            | 0            |
| Palau                                  | 37                          | 24           | 29           | 1 927                    | 1 221      | 1 456      | 30                          | 24           | 29           | 0  | 0            | 0            |
| Papua New Guinea                       | 497                         | 544          | 255          | 103                      | 94         | 43         | 484                         | 533          | 248          | 0  | 0            | 0            |
| Philippines                            | 1 680                       | 536          | 505          | 22                       | 7          | 6          | 1 612                       | 485          | 471          | 0  | 0            | 0            |
| Republic of Korea                      | 34                          | 0            | 0            | 1                        | 0          | 0          | 32                          | 0            | 0            | 0  | 0            | 0            |
| Samoa                                  | 31                          | 56           | 68           | 197                      | 306        | 366        | 31                          | 50           | 66           | 0  | 0            | 0            |
| Solomon Islands                        | 114                         | 104          | 158          | 255                      | 223        | 330        | 110                         | 97           | 152          | 0  | 1            | 3            |
| Thailand                               | 1 563                       | 607          | 614          | 25                       | 10         | 10         | 1 507                       | 571          | 540          | 0  | 0            | 0            |
| Timor-Leste                            | 310                         | 167          | 188          | 421                      | 188        | 199        | 208                         | 158          | 168          | 0  | 0            | 0            |
| Tokelau                                | 0                           | 15           | 14           | 0                        | 11 099     | 10 478     | 0                           | 15           | 14           | 0  | 0            | 0            |
| Tonga                                  | 17                          | 27           | 19           | 176                      | 263        | 181        | 17                          | 26           | 16           | 0  | 0            | 0            |
| Tuvalu                                 | 7                           | 7            | 19           | 684                      | 715        | 1 782      | 7                           | 7            | 19           | 0  | 0            | 0            |
| Vanuatu                                | 42                          | 40           | 74           | 214                      | 191        | 351        | 38                          | 28           | 72           | 1  | 0            | 0            |
| Viet Nam                               | 2 245                       | 3 129        | 2 832        | 29                       | 38         | 34         | 2 162                       | 3 081        | 2 701        | 30   | 0            | 93           |
| <b>Latin America and the Caribbean</b> | <b>8 998</b>                | <b>8 786</b> | <b>8 229</b> | <b>18</b>                | <b>16</b>  | <b>15</b>  | <b>7 040</b>                | <b>6 383</b> | <b>6 077</b> | <b>566</b>                                     | <b>1 535</b> | <b>1 162</b> |
| <i>unallocated within the region</i>   | <i>1 108</i>                | <i>744</i>   | <i>871</i>   | <i>...</i>               | <i>...</i> | <i>...</i> | <i>917</i>                  | <i>539</i>   | <i>712</i>   | <i>0</i>                                       | <i>0</i>     | <i>0</i>     |
| Anguilla                               | 6                           | 1            | 2            | 517                      | 46         | 165        | 5                           | 1            | 2            | 0  | 0            | 0            |
| Antigua and Barbuda                    | 8                           | 9            | 3            | 126                      | 115        | 38         | 8                           | 9            | 3            | 0  | 0            | 0            |
| Argentina                              | 120                         | 86           | 105          | 3                        | 2          | 3          | 62                          | 71           | 97           | 0  | 0            | 0            |
| Aruba                                  | 0                           | 0            | 0            | 2                        | 0          | 0          | 0                           | 0            | 0            | 0  | 0            | 0            |
| Barbados                               | 2                           | 18           | 3            | 7                        | 65         | 10         | 2                           | 17           | 2            | 0  | 0            | 0            |
| Belize                                 | 37                          | 14           | 21           | 164                      | 52         | 77         | 36                          | 11           | 17           | 0  | 3            | 2            |
| Bolivia                                | 1 042                       | 1 222        | 602          | 125                      | 136        | 66         | 692                         | 650          | 486          | 254  | 497          | 60           |
| Brazil                                 | 248                         | 478          | 322          | 1                        | 3          | 2          | 237                         | 446          | 292          | 0  | 0            | 0            |
| Chile                                  | 70                          | 94           | 68           | 5                        | 6          | 4          | 66                          | 84           | 58           | 0  | 0            | 0            |
| Colombia                               | 919                         | 872          | 832          | 22                       | 19         | 18         | 888                         | 811          | 733          | 3  | 9            | 0            |
| Costa Rica                             | 54                          | 41           | 86           | 14                       | 10         | 20         | 44                          | 36           | 79           | 8  | 0            | 0            |
| Cuba                                   | 73                          | 72           | 62           | 7                        | 6          | 5          | 54                          | 61           | 47           | 0  | 0            | 0            |
| Dominica                               | 19                          | 13           | 34           | 272                      | 160        | 427        | 18                          | 12           | 32           | 0  | 0            | 1            |
| Dominican Republic                     | 365                         | 223          | 115          | 44                       | 25         | 13         | 284                         | 207          | 103          | 1  | 0            | 4            |
| Ecuador                                | 186                         | 320          | 207          | 15                       | 25         | 16         | 143                         | 276          | 175          | 0  | 16           | 10           |
| El Salvador                            | 211                         | 140          | 222          | 34                       | 21         | 32         | 170                         | 117          | 193          | 0  | 1            | 1            |
| Grenada                                | 14                          | 33           | 26           | 152                      | 324        | 249        | 11                          | 9            | 22           | 0  | 0            | 0            |
| Guatemala                              | 374                         | 262          | 318          | 33                       | 21         | 25         | 311                         | 221          | 242          | 0  | 0            | 0            |
| Guyana                                 | 162                         | 172          | 147          | 213                      | 229        | 196        | 126                         | 142          | 102          | 20   | 23           | 38           |
| Haiti                                  | 263                         | 412          | 970          | 32                       | 49         | 114        | 202                         | 261          | 661          | 4  | 14           | 16           |
| Honduras                               | 951                         | 663          | 1 373        | 148                      | 94         | 191        | 651                         | 557          | 566          | 86   | 72           | 759          |
| Jamaica                                | 120                         | 162          | 82           | 47                       | 62         | 31         | 106                         | 134          | 42           | 5  | 12           | 28           |
| Mexico                                 | 222                         | 233          | 287          | 2                        | 2          | 3          | 214                         | 226          | 275          | 0  | 0            | 0            |
| Montserrat                             | 41                          | 15           | 4            | 10 305                   | 3 476      | 982        | 36                          | 14           | 4            | 0  | 0            | 0            |
| Nicaragua                              | 757                         | 1 599        | 699          | 149                      | 297        | 127        | 539                         | 698          | 489          | 61   | 861          | 161          |
| Panama                                 | 35                          | 42           | 45           | 12                       | 13         | 14         | 35                          | 40           | 40           | 0  | 0            | 0            |
| Paraguay                               | 215                         | 77           | 65           | 39                       | 13         | 11         | 48                          | 72           | 61           | 0  | 0            | 0            |
| Peru                                   | 1 123                       | 527          | 401          | 44                       | 19         | 14         | 905                         | 443          | 297          | 122  | 25           | 80           |
| Saint Kitts and Nevis                  | 5                           | 1            | 6            | 143                      | 28         | 143        | 5                           | 1            | 6            | 0  | 0            | 0            |
| Saint Lucia                            | 27                          | 21           | 44           | 185                      | 134        | 275        | 27                          | 19           | 42           | 0  | 0            | 0            |
| St Vincent/Grenad.                     | 13                          | 17           | 7            | 113                      | 141        | 62         | 12                          | 15           | 7            | 0  | 0            | 0            |
| Suriname                               | 38                          | 93           | 59           | 92                       | 209        | 130        | 36                          | 86           | 58           | 0  | 0            | 0            |
| Trinidad and Tobago                    | 9                           | 19           | 38           | 7                        | 15         | 29         | 7                           | 17           | 37           | 0  | 0            | 0            |
| Turks and Caicos Islands               | 5                           | 1            | 1            | 269                      | 54         | 37         | 5                           | 1            | 1            | 0  | 0            | 0            |
| Uruguay                                | 18                          | 23           | 64           | 6                        | 7          | 18         | 18                          | 18           | 58           | 0  | 0            | 3            |
| Venezuela                              | 137                         | 66           | 39           | 6                        | 3          | 1          | 120                         | 60           | 33           | 0  | 0            | 0            |

Table 3 (continued)

|   | Total ODA                   |               |               | Per capita ODA           |            |            | Sector-allocable ODA        |               |               | Debt relief and other actions relating to debt |              |               |
|---|-----------------------------|---------------|---------------|--------------------------|------------|------------|-----------------------------|---------------|---------------|--|--------------|---------------|
|   | Constant 2005 US\$ millions |               |               | Constant 2005 US\$       |            |            | Constant 2005 US\$ millions |               |               | Constant 2005 US\$ millions                    |              |               |
|   | 1999-2000 annual average    | 2004          | 2005          | 1999-2000 annual average | 2004       | 2005       | 1999-2000 annual average    | 2004          | 2005          | 1999-2000 annual average                       | 2004         | 2005          |
| <b>North America and Western Europe</b> | <b>73</b>                   | <b>338</b>    | <b>170</b>    | <b>186</b>               | <b>844</b> | <b>423</b> | ...                         | ...           | ...           | <b>0</b>                                       | <b>0</b>     | <b>0</b>      |
| <i>unallocated within the region</i>    | <i>71</i>                   | <i>338</i>    | <i>170</i>    | ...                      | ...        | ...        | <i>71</i>                   | <i>333</i>    | <i>165</i>    | <i>0</i>                                       | <i>0</i>     | <i>0</i>      |
| Malta                                   | 2                           | 0             | 0             | 4                        | 0          | 0          | 2                           | 0             | 0             | 0  | 0            | 0             |
| <b>South and West Asia</b>              | <b>6 593</b>                | <b>13 188</b> | <b>14 583</b> | <b>5</b>                 | <b>9</b>   | <b>9</b>   | <b>5 283</b>                | <b>11 463</b> | <b>10 700</b> | <b>615</b>                                     | <b>320</b>   | <b>185</b>    |
| <i>unallocated within the region</i>    | <i>0</i>                    | <i>0</i>      | <i>36</i>     | ...                      | ...        | ...        | <i>0</i>                    | <i>0</i>      | <i>3</i>      | <i>0</i>                                       | <i>0</i>     | <i>0</i>      |
| Afghanistan                             | 179                         | 3 024         | 3 343         | 8                        | 106        | 112        | 53                          | 2 411         | 2 694         | 0  | 0            | 0             |
| Bangladesh                              | 2 008                       | 2 636         | 2 049         | 15                       | 19         | 14         | 1 608                       | 2 158         | 1 869         | 166  | 271          | 40            |
| Bhutan                                  | 70                          | 54            | 81            | 34                       | 25         | 38         | 69                          | 52            | 80            | 0  | 0            | 0             |
| India                                   | 2 228                       | 4 013         | 3 698         | 2                        | 4          | 3          | 2 027                       | 3 917         | 3 089         | 1  | 0            | 0             |
| Iran, Islamic Republic of               | 149                         | 203           | 63            | 2                        | 3          | 1          | 126                         | 83            | 47            | 0  | 0            | 0             |
| Maldives                                | 32                          | 29            | 76            | 110                      | 89         | 231        | 32                          | 28            | 17            | 0  | 0            | 0             |
| Nepal                                   | 482                         | 708           | 515           | 21                       | 27         | 19         | 454                         | 670           | 436           | 18   | 1            | 34            |
| Pakistan                                | 852                         | 1 459         | 3 011         | 6                        | 9          | 19         | 369                         | 1 365         | 1 678         | 429  | 48           | 0             |
| Sri Lanka                               | 591                         | 1 063         | 1 712         | 31                       | 52         | 83         | 547                         | 780           | 788           | 0  | 1            | 111           |
| <b>Sub-Saharan Africa</b>               | <b>19 408</b>               | <b>29 280</b> | <b>35 179</b> | <b>32</b>                | <b>42</b>  | <b>50</b>  | <b>15 168</b>               | <b>19 578</b> | <b>19 942</b> | <b>1 918</b>                                   | <b>6 266</b> | <b>10 823</b> |
| <i>unallocated within the region</i>    | <i>769</i>                  | <i>1 264</i>  | <i>1 312</i>  | ...                      | ...        | ...        | <i>646</i>                  | <i>697</i>    | <i>895</i>    | <i>1</i>                                       | <i>1</i>     | <i>1</i>      |
| Angola                                  | 353                         | 1 133         | 438           | 27                       | 73         | 27         | 193                         | 176           | 259           | 0  | 710          | 0             |
| Benin                                   | 411                         | 605           | 537           | 66                       | 74         | 64         | 358                         | 505           | 469           | 31   | 83           | 44            |
| Botswana                                | 44                          | 43            | 119           | 29                       | 24         | 67         | 38                          | 40            | 112           | 3  | 0            | 5             |
| Burkina Faso                            | 588                         | 607           | 934           | 51                       | 47         | 71         | 522                         | 548           | 844           | 38   | 39           | 42            |
| Burundi                                 | 180                         | 534           | 313           | 28                       | 73         | 41         | 104                         | 332           | 157           | 8  | 62           | 12            |
| Cameroon                                | 643                         | 962           | 467           | 43                       | 60         | 29         | 470                         | 398           | 192           | 147  | 543          | 237           |
| Cape Verde                              | 146                         | 119           | 338           | 342                      | 240        | 668        | 131                         | 94            | 327           | 1  | 6            | 1             |
| C. A. R.                                | 150                         | 84            | 110           | 40                       | 21         | 27         | 129                         | 72            | 88            | 20   | 8            | 7             |
| Chad                                    | 362                         | 313           | 447           | 46                       | 33         | 46         | 343                         | 181           | 306           | 12   | 15           | 7             |
| Comoros                                 | 29                          | 43            | 65            | 41                       | 55         | 82         | 23                          | 39            | 55            | 3  | 2            | 2             |
| Congo                                   | 133                         | 212           | 1 577         | 44                       | 55         | 394        | 41                          | 203           | 143           | 74   | 5            | 1 391         |
| Côte d'Ivoire                           | 661                         | 322           | 272           | 41                       | 18         | 15         | 388                         | 121           | 114           | 242  | 118          | 50            |
| D. R. Congo                             | 182                         | 2 080         | 2 010         | 4                        | 37         | 35         | 107                         | 1 019         | 864           | 15   | 822          | 507           |
| Equatorial Guinea                       | 31                          | 50            | 42            | 68                       | 102        | 84         | 27                          | 20            | 24            | 3  | 28           | 15            |
| Eritrea                                 | 256                         | 266           | 322           | 70                       | 63         | 73         | 147                         | 101           | 144           | 0  | 0            | 0             |
| Ethiopia                                | 871                         | 2 269         | 2 118         | 14                       | 30         | 27         | 417                         | 1 653         | 1 103         | 3  | 150          | 215           |
| Gabon                                   | 111                         | 168           | 74            | 90                       | 124        | 53         | 84                          | 122           | 48            | 27   | 7            | 17            |
| Gambia                                  | 62                          | 52            | 92            | 47                       | 35         | 61         | 57                          | 46            | 88            | 1  | 3            | 0             |
| Ghana                                   | 1 024                       | 2 513         | 1 430         | 53                       | 116        | 65         | 872                         | 1 207         | 801           | 7  | 1 266        | 556           |
| Guinea                                  | 278                         | 287           | 201           | 34                       | 31         | 21         | 237                         | 161           | 137           | 27   | 70           | 18            |
| Guinea-Bissau                           | 96                          | 60            | 81            | 80                       | 39         | 51         | 73                          | 48            | 46            | 11   | 6            | 0             |
| Kenya                                   | 1 007                       | 1 486         | 1 095         | 33                       | 44         | 32         | 820                         | 1 272         | 964           | 17   | 80           | 27            |
| Lesotho                                 | 90                          | 88            | 91            | 44                       | 49         | 51         | 86                          | 83            | 84            | 0  | 0            | 0             |
| Liberia                                 | 44                          | 277           | 232           | 15                       | 85         | 71         | 22                          | 103           | 103           | 0  | 0            | 0             |
| Madagascar                              | 635                         | 1 221         | 1 358         | 40                       | 67         | 73         | 488                         | 613           | 756           | 91   | 539          | 544           |
| Malawi                                  | 668                         | 452           | 972           | 59                       | 36         | 75         | 598                         | 359           | 832           | 28   | 49           | 22            |
| Mali                                    | 586                         | 732           | 963           | 52                       | 56         | 71         | 527                         | 610           | 805           | 36   | 115          | 80            |
| Mauritius                               | 47                          | 40            | 47            | 40                       | 32         | 38         | 46                          | 22            | 45            | 0  | 0            | 0             |
| Mozambique                              | 1 660                       | 1 210         | 1 451         | 91                       | 62         | 73         | 1 195                       | 1 111         | 1 320         | 260  | 22           | 70            |
| Namibia                                 | 122                         | 224           | 108           | 70                       | 111        | 53         | 116                         | 217           | 101           | 0  | 0            | 0             |
| Niger                                   | 291                         | 464           | 647           | 27                       | 34         | 46         | 243                         | 238           | 512           | 33   | 206          | 50            |
| Nigeria                                 | 576                         | 1 378         | 6 433         | 5                        | 11         | 49         | 559                         | 1 349         | 930           | 0  | 0            | 5 461         |
| Rwanda                                  | 494                         | 442           | 513           | 65                       | 50         | 57         | 403                         | 392           | 437           | 20   | 20           | 36            |
| Sao Tome and Principe                   | 46                          | 46            | 20            | 334                      | 299        | 127        | 42                          | 42            | 17            | 2  | 2            | 0             |
| Senegal                                 | 888                         | 1 150         | 952           | 94                       | 101        | 82         | 659                         | 619           | 693           | 195  | 487          | 231           |
| Seychelles                              | 6                           | 10            | 13            | 80                       | 121        | 158        | 6                           | 8             | 8             | 0  | 0            | 0             |
| Sierra Leone                            | 300                         | 400           | 380           | 68                       | 75         | 69         | 211                         | 331           | 325           | 0  | 15           | 2             |

Table 3

Table 3 (continued)

|                                 | Total ODA                   |                |                | Per capita ODA           |            |            | Sector-allocable ODA        |               |               | Debt relief and other actions relating to debt |              |               |
|---------------------------------|-----------------------------|----------------|----------------|--------------------------|------------|------------|-----------------------------|---------------|---------------|--|--------------|---------------|
|                                 | Constant 2005 US\$ millions |                |                | Constant 2005 US\$       |            |            | Constant 2005 US\$ millions |               |               | Constant 2005 US\$ millions                    |              |               |
|                                 | 1999-2000 annual average    | 2004           | 2005           | 1999-2000 annual average | 2004       | 2005       | 1999-2000 annual average    | 2004          | 2005          | 1999-2000 annual average                       | 2004         | 2005          |
| Somalia                         | 124                         | 179            | 173            | 14                       | 22         | 21         | 44                          | 57            | 52            | 3  | 1            | 1             |
| South Africa                    | 527                         | 632            | 971            | 12                       | 13         | 20         | 502                         | 615           | 927           | 0  | 0            | 0             |
| Swaziland                       | 27                          | 15             | 54             | 29                       | 15         | 52         | 22                          | 12            | 52            | 0  | 0            | 0             |
| Togo                            | 102                         | 63             | 70             | 23                       | 11         | 11         | 80                          | 49            | 53            | 18   | 8            | 6             |
| Uganda                          | 1 105                       | 1 501          | 1 393          | 47                       | 54         | 48         | 972                         | 1 244         | 1 069         | 95   | 86           | 95            |
| U. R. Tanzania                  | 1 312                       | 2 069          | 1 791          | 37                       | 55         | 47         | 1 054                       | 1 705         | 1 599         | 185  | 301          | 95            |
| Zambia                          | 1 141                       | 1 050          | 1 939          | 109                      | 91         | 166        | 860                         | 633           | 917           | 260  | 391          | 976           |
| Zimbabwe                        | 230                         | 166            | 213            | 18                       | 13         | 16         | 208                         | 113           | 127           | 0  | 0            | 0             |
| <i>unallocated by countries</i> | <i>8 942</i>                | <i>15 246</i>  | <i>14 533</i>  | <i>...</i>               | <i>...</i> | <i>...</i> | <i>3 430</i>                | <i>8 529</i>  | <i>8 521</i>  | <i>55</i>                                      | <i>95</i>    | <i>71</i>     |
| <b>Total</b>                    | <b>72 140</b>               | <b>101 462</b> | <b>122 570</b> | <b>15</b>                | <b>19</b>  | <b>23</b>  | <b>53 903</b>               | <b>75 831</b> | <b>74 369</b> | <b>4 070</b>                                   | <b>8 563</b> | <b>27 160</b> |

|  |               |                |                |           |           |           |               |               |               |              |              |               |
|--|---------------|----------------|----------------|-----------|-----------|-----------|---------------|---------------|---------------|--------------|--------------|---------------|
| Total upper middle income countries    | 3 947         | 2 930          | 5 297          | 11        | 8         | 13        | 3 537         | 2 648         | 4 959         | 39           | 11           | 29            |
| Total low middle income countries      | 25 628        | 31 445         | 43 059         | 11        | 13        | 18        | 20 540        | 27 007        | 22 961        | 1 317        | 882          | 15 742        |
| Total high income countries            | 134           | 2              | 0              | 3         | 0         | 0         | 127           | 1             | 0             | 0            | 0            | 0             |
| Unallocated by income                  | 11 430        | 17 943         | 18 122         | ...       | ...       | ...       | 5 363         | 10 019        | 11 087        | 57           | 97           | 72            |
| <b>Total least developed countries</b> | <b>18 942</b> | <b>30 153</b>  | <b>33 064</b>  | <b>28</b> | <b>41</b> | <b>44</b> | <b>14 608</b> | <b>20 932</b> | <b>23 092</b> | <b>1 649</b> | <b>4 651</b> | <b>3 290</b>  |
| <b>Total low income countries</b>      | <b>31 002</b> | <b>49 142</b>  | <b>56 092</b>  | <b>14</b> | <b>21</b> | <b>23</b> | <b>24 337</b> | <b>36 156</b> | <b>35 361</b> | <b>2 658</b> | <b>7 573</b> | <b>11 317</b> |
| <b>Total middle income countries</b>   | <b>29 575</b> | <b>34 375</b>  | <b>48 356</b>  | <b>11</b> | <b>12</b> | <b>17</b> | <b>24 077</b> | <b>29 655</b> | <b>27 920</b> | <b>1 356</b> | <b>893</b>   | <b>15 770</b> |
| <b>Total</b>                           | <b>72 140</b> | <b>101 462</b> | <b>122 570</b> | <b>15</b> | <b>19</b> | <b>23</b> | <b>53 903</b> | <b>75 831</b> | <b>74 369</b> | <b>4 070</b> | <b>8 563</b> | <b>27 160</b> |

|                                  |               |                |                |            |            |            |               |               |               |              |              |               |
|----------------------------------|---------------|----------------|----------------|------------|------------|------------|---------------|---------------|---------------|--------------|--------------|---------------|
| Arab States                      | 6 501         | 17 649         | 28 292         | 24         | 59         | 93         | 5 307         | 14 028        | 11 271        | 485          | 330          | 14 009        |
| Central and Eastern Europe       | 5 872         | 3 969          | 5 628          | 37         | 25         | 35         | 3 460         | 3 401         | 4 739         | 287          | 7            | 203           |
| Central Asia                     | 1 950         | 1 823          | 2 165          | 26         | 24         | 28         | 1 564         | 1 580         | 1 828         | 0            | 5            | 74            |
| East Asia and the Pacific        | 13 864        | 11 515         | 13 803         | 7          | 6          | 7          | 12 640        | 10 861        | 11 131        | 142          | 5            | 632           |
| Latin America and the Caribbean  | 8 998         | 8 786          | 8 229          | 18         | 16         | 15         | 7 040         | 6 383         | 6 077         | 566          | 1 535        | 1 162         |
| North America and Western Europe | 73            | 338            | 170            | 186        | 844        | 423        | 72            | 333           | 165           | 0            | 0            | 0             |
| South and West Asia              | 6 593         | 13 188         | 14 583         | 5          | 9          | 9          | 5 283         | 11 463        | 10 700        | 615          | 320          | 185           |
| Sub-Saharan Africa               | 19 408        | 29 280         | 35 179         | 32         | 42         | 50         | 15 168        | 19 578        | 19 942        | 1 918        | 6 266        | 10 823        |
| <i>Unallocated by region</i>     | <i>8 881</i>  | <i>14 915</i>  | <i>14 522</i>  | <i>...</i> | <i>...</i> | <i>...</i> | <i>3 370</i>  | <i>8 203</i>  | <i>8 514</i>  | <i>55</i>    | <i>95</i>    | <i>71</i>     |
| <b>Total</b>                     | <b>72 140</b> | <b>101 462</b> | <b>122 570</b> | <b>15</b>  | <b>19</b>  | <b>23</b>  | <b>53 903</b> | <b>75 831</b> | <b>74 369</b> | <b>4 070</b> | <b>8 563</b> | <b>27 160</b> |

## Notes:

(...) indicates that data are not available.

Data for sector-allocable aid include general budget support.

All data represent commitments unless otherwise specified.

Sources: CRS online database (OECD-DAC, 2007c); DAC online database, Table 1 (OECD-DAC, 2007c); annex, Statistical Tables 1 and 5.

Table 4: Recipients of aid to education

|                                      | Total aid to education      |              |              | Total aid to basic education |            |            | Total aid to basic education per primary school-age child |           |           | Direct aid to education     |              |              | Direct aid to basic education |            |            |
|--------------------------------------|-----------------------------|--------------|--------------|------------------------------|------------|------------|---|-----------|-----------|-----------------------------|--------------|--------------|-------------------------------|------------|------------|
|                                      | Constant 2005 US\$ millions |              |              | Constant 2005 US\$ millions  |            |            | Constant 2005 US\$  |           |           | Constant 2005 US\$ millions |              |              | Constant 2005 US\$ millions   |            |            |
|                                      | 1999-2000 annual average    | 2004         | 2005         | 1999-2000 annual average     | 2004       | 2005       | 1999-2000 annual average                                  | 2004      | 2005      | 1999-2000 annual average    | 2004         | 2005         | 1999-2000 annual average      | 2004       | 2005       |
| <b>Arab States</b>                   | <b>1 057</b>                | <b>1 383</b> | <b>1 283</b> | <b>309</b>                   | <b>496</b> | <b>457</b> | <b>8</b>  | <b>13</b> | <b>11</b> | <b>1 032</b>                | <b>1 372</b> | <b>1 194</b> | <b>141</b>                    | <b>454</b> | <b>341</b> |
| <i>unallocated within the region</i> | 24                          | 10           | 23           | 6                            | 2          | 14         | ...   | ...       | ...       | 24                          | 10           | 23           | 4                             | 2          | 7          |
| Algeria                              | 119                         | 191          | 185          | 36                           | 22         | 21         | 9   | 5         | 6         | 119                         | 191          | 185          | 0                             | 22         | 9          |
| Bahrain                              | 1                           | 0            | 0            | 0                            | 0          | 0          | 0   | 0         | 0         | 1                           | 0            | 0            | 0                             | 0          | 0          |
| Djibouti                             | 46                          | 44           | 53           | 13                           | 4          | 32         | 126   | 32        | 254       | 44                          | 44           | 53           | 1                             | 0          | 30         |
| Egypt                                | 144                         | 72           | 95           | 38                           | 39         | 76         | 5   | 5         | 8         | 144                         | 72           | 95           | 36                            | 38         | 71         |
| Iraq                                 | 8                           | 185          | 130          | 1                            | 163        | 90         | 0   | 37        | 20        | 8                           | 182          | 130          | 0                             | 153        | 89         |
| Jordan                               | 26                          | 50           | 56           | 2                            | 31         | 33         | 3   | 38        | 39        | 22                          | 50           | 18           | 0                             | 30         | 13         |
| Lebanon                              | 41                          | 54           | 48           | 8                            | 1          | 5          | 18  | 2         | 11        | 41                          | 54           | 48           | 1                             | 1          | 1          |
| Libyan Arab Jamahiriya               | 2                           | 0            | 2            | 0                            | 0          | 0          | 0   | 0         | 0         | 2                           | 0            | 2            | 0                             | 0          | 0          |
| Mauritania                           | 39                          | 35           | 38           | 11                           | 9          | 25         | 25  | 19        | 53        | 32                          | 35           | 38           | 1                             | 8          | 19         |
| Morocco                              | 255                         | 315          | 233          | 62                           | 10         | 33         | 15  | 3         | 9         | 255                         | 315          | 233          | 11                            | 6          | 30         |
| Oman                                 | 1                           | 1            | 1            | 0                            | 0          | 0          | 0   | 0         | 0         | 1                           | 1            | 1            | 0                             | 0          | 0          |
| Palestinian A. T.                    | 55                          | 35           | 101          | 28                           | 12         | 50         | 77  | 29        | 114       | 54                          | 28           | 70           | 18                            | 3          | 20         |
| Saudi Arabia                         | 2                           | 4            | 4            | 0                            | 0          | 1          | 0   | 0         | 0         | 2                           | 4            | 4            | 0                             | 0          | 0          |
| Sudan                                | 20                          | 36           | 37           | 5                            | 21         | 20         | 1   | 4         | 4         | 13                          | 34           | 36           | 1                             | 19         | 7          |
| Syrian Arab Republic                 | 38                          | 69           | 22           | 4                            | 1          | 1          | 2   | 1         | 1         | 38                          | 69           | 22           | 0                             | 1          | 0          |
| Tunisia                              | 172                         | 90           | 210          | 44                           | 1          | 16         | 37  | 1         | 14        | 171                         | 90           | 191          | 28                            | 1          | 4          |
| Yemen                                | 64                          | 193          | 43           | 48                           | 179        | 41         | 15  | 50        | 11        | 63                          | 193          | 43           | 40                            | 172        | 40         |
| <b>Central and Eastern Europe</b>    | <b>396</b>                  | <b>382</b>   | <b>295</b>   | <b>126</b>                   | <b>80</b>  | <b>27</b>  | <b>10</b>   | <b>7</b>  | <b>2</b>  | <b>360</b>                  | <b>345</b>   | <b>291</b>   | <b>84</b>                     | <b>24</b>  | <b>11</b>  |
| <i>unallocated within the region</i> | 14                          | 13           | 21           | 2                            | 3          | 2          | ...   | ...       | ...       | 13                          | 13           | 21           | 0                             | 0          | 0          |
| Albania                              | 31                          | 38           | 20           | 11                           | 6          | 4          | 41  | 27        | 16        | 24                          | 32           | 20           | 2                             | 1          | 2          |
| Belarus                              | 0                           | 0            | 8            | 0                            | 0          | 1          | 0   | 0         | 1         | 0                           | 0            | 8            | 0                             | 0          | 0          |
| Bosnia and Herzegovina               | 35                          | 40           | 33           | 11                           | 3          | 2          | 54  | 16        | 13        | 27                          | 40           | 33           | 2                             | 2          | 1          |
| Croatia                              | 19                          | 21           | 13           | 0                            | 4          | 0          | 2   | 21        | 1         | 19                          | 21           | 13           | 0                             | 4          | 0          |
| Republic of Moldova                  | 9                           | 12           | 9            | 3                            | 4          | 1          | 12  | 19        | ...       | 3                           | 12           | 9            | 0                             | 4          | 0          |
| Serbia and Montenegro                | 39                          | 75           | 43           | 6                            | 21         | 8          | ...   | ...       | ...       | 38                          | 51           | 43           | 1                             | 6          | 5          |
| Slovenia                             | 7                           | 0            | 0            | 0                            | 0          | 0          | 2   | 0         | 0         | 7                           | 0            | 0            | 0                             | 0          | 0          |
| TFYR Macedonia                       | 25                          | 21           | 17           | 11                           | 4          | 4          | 87  | 33        | 39        | 12                          | 17           | 13           | 4                             | 1          | 2          |
| Turkey                               | 215                         | 160          | 101          | 81                           | 33         | 4          | 10  | 4         | 1         | 215                         | 157          | 101          | 76                            | 6          | 0          |
| Ukraine                              | 0                           | 0            | 30           | 0                            | 0          | 0          | 0   | 0         | 0         | 0                           | 0            | 30           | 0                             | 0          | 0          |
| <b>Central Asia</b>                  | <b>104</b>                  | <b>211</b>   | <b>118</b>   | <b>26</b>                    | <b>70</b>  | <b>58</b>  | <b>4</b>  | <b>11</b> | <b>10</b> | <b>84</b>                   | <b>193</b>   | <b>103</b>   | <b>9</b>                      | <b>43</b>  | <b>43</b>  |
| <i>unallocated within the region</i> | 0                           | 0            | 6            | 0                            | 0          | 3          | ...   | ...       | ...       | 0                           | 0            | 0            | 0                             | 0          | 0          |
| Armenia                              | 10                          | 36           | 7            | 2                            | 14         | 1          | 8   | 101       | 9         | 9                           | 29           | 5            | 0                             | 8          | 0          |
| Azerbaijan                           | 7                           | 6            | 9            | 2                            | 1          | 5          | 3   | 2         | 8         | 6                           | 6            | 5            | 0                             | 0          | 2          |
| Georgia                              | 20                          | 32           | 7            | 4                            | 5          | 2          | 15  | 13        | 6         | 13                          | 25           | 6            | 0                             | 0          | 1          |
| Kazakhstan                           | 16                          | 16           | 10           | 2                            | 4          | 3          | 2   | 4         | 3         | 16                          | 16           | 10           | 2                             | 0          | 0          |
| Kyrgyzstan                           | 9                           | 28           | 18           | 4                            | 12         | 13         | 8   | 26        | 28        | 3                           | 26           | 18           | 0                             | 7          | 11         |
| Mongolia                             | 15                          | 46           | 30           | 6                            | 18         | 20         | 23  | 81        | 76        | 13                          | 46           | 30           | 4                             | 17         | 19         |
| Tajikistan                           | 8                           | 19           | 15           | 3                            | 13         | 9          | 5   | 19        | 14        | 7                           | 17           | 13           | 1                             | 9          | 8          |
| Turkmenistan                         | 4                           | 3            | 3            | 1                            | 0          | 0          | 2   | 1         | 1         | 3                           | 3            | 3            | 0                             | 0          | 0          |
| Uzbekistan                           | 14                          | 25           | 12           | 2                            | 3          | 2          | 1   | 1         | 1         | 14                          | 25           | 12           | 1                             | 1          | 1          |
| <b>East Asia and the Pacific</b>     | <b>1 252</b>                | <b>1 728</b> | <b>1 265</b> | <b>361</b>                   | <b>324</b> | <b>431</b> | <b>2</b>  | <b>2</b>  | <b>3</b>  | <b>1 059</b>                | <b>1 656</b> | <b>1 207</b> | <b>128</b>                    | <b>193</b> | <b>275</b> |
| <i>unallocated within the region</i> | 23                          | 39           | 39           | 9                            | 16         | 18         | ...   | ...       | ...       | 14                          | 39           | 39           | 4                             | 2          | 4          |
| Cambodia                             | 38                          | 44           | 55           | 14                           | 18         | 28         | 7   | 9         | 14        | 32                          | 44           | 55           | 7                             | 14         | 11         |
| China                                | 164                         | 883          | 326          | 26                           | 13         | 10         | 0   | 0         | 0         | 164                         | 883          | 326          | 16                            | 8          | 4          |
| Cook Islands                         | 0                           | 4            | 2            | 0                            | 1          | 1          | ...   | ...       | ...       | 0                           | 4            | 2            | 0                             | 0          | 0          |
| DPR Korea                            | 12                          | 3            | 2            | 5                            | 1          | 1          | 3   | 1         | 1         | 1                           | 1            | 1            | 0                             | 0          | 0          |
| Fiji                                 | 6                           | 31           | 6            | 1                            | 14         | 1          | 9   | 129       | 13        | 6                           | 31           | 6            | 1                             | 0          | 1          |
| Indonesia                            | 301                         | 155          | 241          | 121                          | 74         | 83         | 5   | 3         | 3         | 193                         | 155          | 211          | 55                            | 56         | 51         |

Table 4

|  | Direct aid to secondary education |      |      | Direct aid to post-secondary education |       |      | Aid to education, level unspecified |      |      | Share of education in total ODA |      |      | Share of education in total sector-allocable ODA |      |      | Share of basic education in total aid to education |      |      |
|--|-----------------------------------|------|------|--|-------|------|-------------------------------------|------|------|---------------------------------|------|------|--|------|------|--|------|------|
|  | Constant 2005 US\$ millions       |      |      | Constant 2005 US\$ millions            |       |      | Constant 2005 US\$ millions         |      |      | (%)                             |      |      | (%)  |      |      | (%)  |      |      |
|  | 1999-2000 annual average          | 2004 | 2005 | 1999-2000 annual average               | 2004  | 2005 | 1999-2000 annual average            | 2004 | 2005 | 1999-2000 annual average        | 2004 | 2005 | 1999-2000 annual average                         | 2004 | 2005 | 1999-2000 annual average                           | 2004 | 2005 |
|  | 201                               | 121  | 108  | 378                                    | 726   | 602  | 311                                 | 71   | 143  | 16                              | 8    | 5    | 20   | 10   | 11   | 29   | 36   | 36   |
|  | 2                                 | 6    | 0    | 13                                     | 1     | 2    | 5                                   | 0    | 14   | ...                             | ...  | ...  | ...  | ...  | ...  | ...  | ...  | ...  |
|  | 5                                 | 2    | 1    | 42                                     | 166   | 150  | 72                                  | 0    | 25   | 48                              | 31   | 33   | 54   | 61   | 41   | 30   | 12   | 12   |
|  | 0                                 | 0    | 0    | 0                                      | 0     | 0    | 0                                   | 0    | 0    | 97                              | 24   | 9    | 97   | 71   | 9    | 2  | 0    | 0    |
|  | 12                                | 23   | 4    | 9                                      | 13    | 16   | 21                                  | 8    | 3    | 46                              | 63   | 55   | 48   | 78   | 64   | 29   | 9    | 60   |
|  | 44                                | 1    | 1    | 58                                     | 31    | 13   | 6                                   | 2    | 9    | 9                               | 5    | 10   | 10   | 7    | 12   | 27   | 54   | 80   |
|  | 0                                 | 2    | 36   | 7                                      | 10    | 4    | 1                                   | 17   | 1    | 7                               | 2    | 1    | 46   | 2    | 2    | 8  | 88   | 69   |
|  | 4                                 | 0    | 0    | 17                                     | 19    | 3    | 1                                   | 1    | 2    | 4                               | 9    | 9    | 6  | 10   | 10   | 10   | 61   | 58   |
|  | 10                                | 9    | 6    | 16                                     | 43    | 33   | 14                                  | 1    | 8    | 29                              | 33   | 20   | 33   | 39   | 22   | 20   | 2    | 10   |
|  | 0                                 | 0    | 0    | 1                                      | 0     | 2    | 0                                   | 0    | 0    | 87                              | ...  | 47   | 93   | ...  | 54   | 11   | ...  | 2    |
|  | 6                                 | 0    | 0    | 13                                     | 25    | 8    | 12                                  | 1    | 11   | 16                              | 10   | 15   | 18   | 16   | 29   | 28   | 26   | 65   |
|  | 59                                | 39   | 10   | 83                                     | 262   | 187  | 103                                 | 7    | 7    | 28                              | 24   | 26   | 30   | 30   | 27   | 24   | 3    | 14   |
|  | 0                                 | 0    | 0    | 1                                      | 0     | 0    | 0                                   | 0    | 0    | 8                               | 6    | 6    | 8  | 8    | 7    | 12   | 8    | 5    |
|  | 9                                 | 4    | 4    | 7                                      | 9     | 18   | 20                                  | 12   | 28   | 9                               | 6    | 11   | 11   | 8    | 13   | 52   | 35   | 49   |
|  | 0                                 | 1    | 2    | 1                                      | 3     | 1    | 1                                   | 0    | 1    | 55                              | 30   | 49   | 55   | 49   | 50   | 12   | 5    | 17   |
|  | 1                                 | 1    | 2    | 10                                     | 11    | 2    | 1                                   | 4    | 26   | 7                               | 3    | 1    | 20   | 11   | 4    | 26   | 60   | 55   |
|  | 1                                 | 28   | 0    | 30                                     | 40    | 20   | 7                                   | 1    | 1    | 30                              | 45   | 21   | 31   | 51   | 22   | 10   | 1    | 4    |
|  | 49                                | 2    | 42   | 65                                     | 87    | 141  | 29                                  | 0    | 4    | 26                              | 16   | 45   | 26   | 19   | 47   | 25   | 1    | 7    |
|  | 1                                 | 1    | 1    | 6                                      | 5     | 1    | 16                                  | 15   | 2    | 14                              | 40   | 12   | 18   | 48   | 17   | 75   | 93   | 94   |
|  | 47                                | 47   | 27   | 181                                    | 199   | 226  | 48                                  | 75   | 27   | 7                               | 10   | 5    | 11   | 11   | 6    | 32   | 21   | 9    |
|  | 1                                 | 3    | 2    | 9                                      | 4     | 14   | 3                                   | 6    | 4    | ...                             | ...  | ...  | ...  | ...  | ...  | ...  | ...  | ...  |
|  | 3                                 | 8    | 0    | 9                                      | 18    | 14   | 11                                  | 5    | 3    | 5                               | 10   | 6    | 7  | 11   | 6    | 34   | 17   | 18   |
|  | 0                                 | 0    | 0    | 0                                      | 0     | 6    | 0                                   | 0    | 1    | ...                             | ...  | 14   | ...  | ...  | 15   | ...  | ...  | 7    |
|  | 0                                 | 13   | 12   | 16                                     | 24    | 18   | 8                                   | 2    | 2    | 3                               | 7    | 7    | 5  | 7    | 9    | 30   | 7    | 7    |
|  | 0                                 | 0    | 1    | 19                                     | 16    | 11   | 1                                   | 1    | 1    | 21                              | 11   | 6    | 25   | 12   | 7    | 2  | 20   | 2    |
|  | 0                                 | 0    | 0    | 3                                      | 7     | 8    | 0                                   | 1    | 0    | 6                               | 8    | 4    | 6  | 9    | 6    | 37   | 38   | 7    |
|  | 1                                 | 10   | 9    | 26                                     | 30    | 23   | 11                                  | 6    | 6    | 2                               | 6    | 3    | 4  | 6    | 4    | 17   | 27   | 19   |
|  | 0                                 | 0    | 0    | 6                                      | 0     | 0    | 0                                   | 0    | 0    | 18                              | ...  | ...  | 20   | ...  | ...  | 2  | ...  | ...  |
|  | 2                                 | 4    | 0    | 5                                      | 9     | 10   | 1                                   | 3    | 0    | 4                               | 6    | 9    | 8  | 7    | 9    | 43   | 19   | 26   |
|  | 40                                | 9    | 1    | 88                                     | 91    | 91   | 11                                  | 51   | 8    | 26                              | 30   | 6    | 34   | 32   | 7    | 38   | 20   | 4    |
|  | 0                                 | 0    | 0    | 0                                      | 0     | 29   | 0                                   | 0    | 1    | ...                             | ...  | 5    | ...  | ...  | 5    | ...  | ...  | 1    |
|  | 23                                | 21   | 7    | 38                                     | 94    | 37   | 14                                  | 35   | 16   | 5                               | 12   | 5    | 7  | 13   | 6    | 25   | 33   | 49   |
|  | 0                                 | 0    | 0    | 0                                      | 0     | 0    | 0                                   | 0    | 0    | ...                             | ...  | ...  | ...  | ...  | ...  | ...  | ...  | ...  |
|  | 0                                 | 8    | 1    | 7                                      | 7     | 4    | 1                                   | 5    | 1    | 4                               | 12   | 2    | 4  | 13   | 2    | 15   | 40   | 17   |
|  | 0                                 | 0    | 0    | 2                                      | 5     | 2    | 3                                   | 1    | 0    | 2                               | 4    | 2    | 3  | 4    | 2    | 32   | 17   | 51   |
|  | 0                                 | 0    | 0    | 12                                     | 23    | 4    | 0                                   | 2    | 1    | 7                               | 11   | 2    | 8  | 14   | 3    | 22   | 15   | 29   |
|  | 9                                 | 0    | 0    | 5                                      | 9     | 5    | 1                                   | 7    | 5    | 8                               | 14   | 7    | 8  | 14   | 8    | 11   | 22   | 27   |
|  | 1                                 | 6    | 0    | 1                                      | 6     | 4    | 0                                   | 7    | 3    | 4                               | 13   | 8    | 5  | 14   | 11   | 38   | 42   | 69   |
|  | 1                                 | 0    | 0    | 6                                      | 26    | 7    | 2                                   | 3    | 4    | 5                               | 28   | 20   | 10   | 35   | 26   | 39   | 40   | 68   |
|  | 2                                 | 0    | 1    | 0                                      | 2     | 3    | 3                                   | 6    | 1    | 5                               | 8    | 6    | 9  | 10   | 8    | 40   | 69   | 62   |
|  | 3                                 | 0    | 0    | 0                                      | 3     | 3    | 0                                   | 0    | 0    | 17                              | 23   | 15   | 18   | 28   | 16   | 18   | 9    | 11   |
|  | 7                                 | 6    | 4    | 3                                      | 14    | 5    | 3                                   | 4    | 2    | 9                               | 8    | 9    | 9  | 8    | 9    | 16   | 12   | 18   |
|  | 207                               | 139  | 101  | 450                                    | 1 134 | 576  | 273                                 | 190  | 256  | 9                               | 15   | 9    | 10   | 16   | 11   | 29   | 19   | 34   |
|  | 1                                 | 4    | 1    | 8                                      | 5     | 6    | 1                                   | 27   | 28   | ...                             | ...  | ...  | ...  | ...  | ...  | ...  | ...  | ...  |
|  | 3                                 | 2    | 1    | 13                                     | 20    | 10   | 9                                   | 8    | 34   | 7                               | 8    | 10   | 9  | 9    | 11   | 38   | 42   | 50   |
|  | 10                                | 17   | 4    | 118                                    | 848   | 304  | 19                                  | 11   | 13   | 6                               | 35   | 17   | 6  | 36   | 20   | 16   | 1    | 3    |
|  | 0                                 | 1    | 0    | 0                                      | 2     | 0    | 0                                   | 1    | 2    | 3                               | 47   | 15   | 3  | 47   | 18   | 0  | 21   | 38   |
|  | 0                                 | 0    | 0    | 1                                      | 1     | 1    | 0                                   | 0    | 0    | 6                               | 3    | 3    | 20   | 14   | 9    | 46   | 30   | 37   |
|  | 0                                 | 0    | 1    | 5                                      | 3     | 3    | 0                                   | 27   | 2    | 28                              | 49   | 14   | 30   | 54   | 15   | 15   | 45   | 23   |
|  | 54                                | 4    | 8    | 59                                     | 59    | 118  | 25                                  | 36   | 34   | 15                              | 7    | 5    | 19   | 8    | 9    | 40   | 48   | 34   |



Table 4 (continued)

|  | Total aid to education      |            |            | Total aid to basic education |            |            | Total aid to basic education per primary school-age child |            |            | Direct aid to education     |            |            | Direct aid to basic education |            |            |
|--|-----------------------------|------------|------------|------------------------------|------------|------------|---|------------|------------|-----------------------------|------------|------------|-------------------------------|------------|------------|
|  | Constant 2005 US\$ millions |            |            | Constant 2005 US\$ millions  |            |            | Constant 2005 US\$  |            |            | Constant 2005 US\$ millions |            |            | Constant 2005 US\$ millions   |            |            |
|  | 1999-2000 annual average    | 2004       | 2005       | 1999-2000 annual average     | 2004       | 2005       | 1999-2000 annual average                                  | 2004       | 2005       | 1999-2000 annual average    | 2004       | 2005       | 1999-2000 annual average      | 2004       | 2005       |
| Kiribati                               | 7                           | 3          | 1          | 3                            | 0          | 0          | ...   | ...        | ...        | 7                           | 3          | 1          | 0                             | 0          | 0          |
| Lao PDR                                | 31                          | 63         | 20         | 5                            | 19         | 8          | 7   | 25         | 10         | 29                          | 63         | 20         | 2                             | 15         | 4          |
| Malaysia                               | 91                          | 33         | 18         | 1                            | 6          | 2          | 0   | 2          | 1          | 91                          | 33         | 18         | 0                             | 0          | 0          |
| Marshall Islands                       | 4                           | 12         | 13         | 2                            | 6          | 6          | ...   | ...        | ...        | 0                           | 12         | 13         | 0                             | 1          | 0          |
| Micronesia                             | 0                           | 0          | 0          | 0                            | 0          | 0          | 0   | 0          | 0          | 0                           | 0          | 0          | 0                             | 0          | 0          |
| Myanmar                                | 3                           | 16         | 14         | 2                            | 3          | 6          | 0   | 1          | 1          | 3                           | 16         | 14         | 1                             | 3          | 4          |
| Nauru                                  | 0                           | 0          | 1          | 0                            | 0          | 0          | ...   | ...        | ...        | 0                           | 0          | 1          | 0                             | 0          | 0          |
| Niue                                   | 0                           | 1          | 4          | 0                            | 1          | 2          | ...   | ...        | ...        | 0                           | 0          | 1          | 0                             | 0          | 0          |
| Palau                                  | 2                           | 4          | 3          | 1                            | 2          | 2          | ...   | ...        | ...        | 0                           | 1          | 1          | 0                             | 1          | 1          |
| Papua New Guinea                       | 92                          | 17         | 67         | 48                           | 5          | 58         | 67  | 5          | 61         | 87                          | 17         | 67         | 29                            | 0          | 51         |
| Philippines                            | 177                         | 80         | 56         | 63                           | 53         | 35         | 6   | 5          | 3          | 175                         | 80         | 56         | 5                             | 46         | 30         |
| Republic of Korea                      | 28                          | 0          | 0          | 4                            | 0          | 0          | 1   | 0          | 0          | 28                          | 0          | 0          | 0                             | 0          | 0          |
| Samoa                                  | 7                           | 11         | 12         | 3                            | 1          | 10         | 122   | 26         | 306        | 7                           | 11         | 12         | 1                             | 0          | 9          |
| Solomon Islands                        | 12                          | 8          | 23         | 4                            | 7          | 21         | 48  | 90         | 277        | 7                           | 8          | 23         | 0                             | 6          | 21         |
| Thailand                               | 47                          | 46         | 37         | 13                           | 4          | 3          | 2   | 1          | 1          | 24                          | 46         | 37         | 0                             | 2          | 0          |
| Timor-Leste                            | 8                           | 20         | 15         | 2                            | 12         | 4          | 17  | 97         | 34         | 7                           | 19         | 14         | 1                             | 10         | 1          |
| Tokelau                                | 0                           | 3          | 3          | 0                            | 1          | 1          | ...   | ...        | ...        | 0                           | 0          | 0          | 0                             | 0          | 0          |
| Tonga                                  | 2                           | 5          | 5          | 0                            | 0          | 3          | 18  | 31         | 194        | 2                           | 5          | 5          | 0                             | 0          | 2          |
| Tuvalu                                 | 1                           | 4          | 2          | 0                            | 0          | 1          | ...   | ...        | ...        | 1                           | 4          | 2          | 0                             | 0          | 0          |
| Vanuatu                                | 11                          | 7          | 17         | 1                            | 1          | 4          | 16  | 31         | 113        | 11                          | 6          | 17         | 0                             | 1          | 3          |
| Viet Nam                               | 187                         | 238        | 282        | 35                           | 67         | 124        | 4   | 8          | 15         | 170                         | 175        | 265        | 6                             | 26         | 76         |
| <b>Latin America and the Caribbean</b> | <b>576</b>                  | <b>729</b> | <b>660</b> | <b>259</b>                   | <b>341</b> | <b>263</b> | <b>5</b>  | <b>6</b>   | <b>4</b>   | <b>548</b>                  | <b>669</b> | <b>637</b> | <b>175</b>                    | <b>232</b> | <b>164</b> |
| <i>unallocated within the region</i>   | <i>72</i>                   | <i>62</i>  | <i>117</i> | <i>31</i>                    | <i>19</i>  | <i>19</i>  | <i>...</i>  | <i>...</i> | <i>...</i> | <i>70</i>                   | <i>62</i>  | <i>117</i> | <i>15</i>                     | <i>16</i>  | <i>10</i>  |
| Anguilla                               | 3                           | 0          | 0          | 0                            | 0          | 0          | ...   | ...        | ...        | 3                           | 0          | 0          | 0                             | 0          | 0          |
| Antigua and Barbuda                    | 1                           | 0          | 3          | 1                            | 0          | 0          | ...   | ...        | ...        | 1                           | 0          | 3          | 0                             | 0          | 0          |
| Argentina                              | 16                          | 19         | 28         | 2                            | 2          | 14         | 1   | 0          | 3          | 16                          | 19         | 28         | 0                             | 1          | 13         |
| Aruba                                  | 0                           | 0          | 0          | 0                            | 0          | 0          | ...   | ...        | ...        | 0                           | 0          | 0          | 0                             | 0          | 0          |
| Barbados                               | 0                           | 0          | 0          | 0                            | 0          | 0          | 1   | 0          | 1          | 0                           | 0          | 0          | 0                             | 0          | 0          |
| Belize                                 | 1                           | 1          | 1          | 1                            | 0          | 0          | 21  | 10         | 10         | 1                           | 1          | 1          | 1                             | 0          | 0          |
| Bolivia                                | 40                          | 127        | 85         | 29                           | 106        | 39         | 23  | 77         | 29         | 38                          | 118        | 85         | 26                            | 94         | 6          |
| Brazil                                 | 45                          | 47         | 37         | 11                           | 5          | 7          | 1   | 0          | 1          | 45                          | 47         | 37         | 5                             | 2          | 3          |
| Chile                                  | 19                          | 12         | 12         | 3                            | 1          | 2          | 1   | 0          | 1          | 19                          | 12         | 12         | 1                             | 0          | 1          |
| Colombia                               | 33                          | 30         | 27         | 11                           | 4          | 4          | 2   | 1          | 1          | 33                          | 30         | 27         | 4                             | 3          | 3          |
| Costa Rica                             | 4                           | 5          | 3          | 0                            | 2          | 1          | 1   | 5          | 2          | 4                           | 5          | 3          | 0                             | 2          | 1          |
| Cuba                                   | 9                           | 12         | 4          | 1                            | 3          | 0          | 1   | 3          | 1          | 8                           | 12         | 4          | 0                             | 3          | 0          |
| Dominica                               | 1                           | 1          | 1          | 0                            | 0          | 0          | ...   | ...        | ...        | 0                           | 0          | 1          | 0                             | 0          | 0          |
| Dominican Republic                     | 21                          | 13         | 12         | 7                            | 9          | 6          | 6   | 8          | 5          | 21                          | 13         | 12         | 6                             | 8          | 2          |
| Ecuador                                | 10                          | 22         | 14         | 2                            | 4          | 3          | 1   | 3          | 2          | 10                          | 22         | 14         | 1                             | 4          | 2          |
| El Salvador                            | 14                          | 10         | 10         | 7                            | 5          | 5          | 9   | 6          | 5          | 14                          | 10         | 10         | 5                             | 4          | 2          |
| Grenada                                | 0                           | 1          | 12         | 0                            | 0          | 12         | ...   | ...        | ...        | 0                           | 0          | 12         | 0                             | 0          | 12         |
| Guatemala                              | 30                          | 18         | 39         | 19                           | 10         | 28         | 10  | 5          | 14         | 30                          | 18         | 39         | 17                            | 8          | 25         |
| Guyana                                 | 6                           | 12         | 0          | 1                            | 7          | 0          | 7   | 83         | 2          | 5                           | 6          | 0          | 0                             | 4          | 0          |
| Haiti                                  | 30                          | 21         | 65         | 18                           | 9          | 21         | 14  | 7          | 17         | 27                          | 21         | 52         | 11                            | 9          | 7          |
| Honduras                               | 23                          | 88         | 42         | 13                           | 55         | 32         | 12  | 50         | 29         | 20                          | 70         | 42         | 5                             | 27         | 27         |
| Jamaica                                | 21                          | 12         | 5          | 17                           | 8          | 4          | 52  | 24         | 12         | 15                          | 6          | 5          | 14                            | 5          | 3          |
| Mexico                                 | 21                          | 27         | 22         | 4                            | 2          | 3          | 0   | 0          | 0          | 21                          | 27         | 22         | 1                             | 1          | 2          |
| Montserrat                             | 2                           | 0          | 0          | 1                            | 0          | 0          | ...   | ...        | ...        | 0                           | 0          | 0          | 0                             | 0          | 0          |
| Nicaragua                              | 74                          | 120        | 48         | 60                           | 66         | 36         | 74  | 78         | 43         | 72                          | 101        | 41         | 52                            | 26         | 31         |
| Panama                                 | 13                          | 3          | 3          | 1                            | 1          | 0          | 3   | 2          | 1          | 13                          | 3          | 3          | 1                             | 0          | 0          |
| Paraguay                               | 4                           | 8          | 14         | 2                            | 4          | 4          | 3   | 4          | 5          | 4                           | 8          | 14         | 2                             | 3          | 3          |
| Peru                                   | 27                          | 41         | 29         | 9                            | 14         | 10         | 3   | 4          | 3          | 27                          | 41         | 26         | 6                             | 11         | 6          |
| Saint Kitts and Nevis                  | 0                           | 0          | 0          | 0                            | 0          | 0          | ...   | ...        | ...        | 0                           | 0          | 0          | 0                             | 0          | 0          |
| Saint Lucia                            | 2                           | 1          | 1          | 1                            | 0          | 1          | 60  | 20         | 24         | 1                           | 1          | 1          | 0                             | 0          | 0          |
| St Vincent/Grenad.                     | 1                           | 3          | 0          | 1                            | 1          | 0          | ...   | 45         | 11         | 1                           | 3          | 0          | 0                             | 0          | 0          |
| Suriname                               | 1                           | 2          | 17         | 0                            | 1          | 8          | 1   | 10         | 144        | 1                           | 2          | 17         | 0                             | 0          | 0          |
| Trinidad and Tobago                    | 1                           | 1          | 0          | 0                            | 0          | 0          | 0   | 0          | 0          | 1                           | 1          | 0          | 0                             | 0          | 0          |
| Turks and Caicos Islands               | 2                           | 0          | 0          | 2                            | 0          | 0          | ...   | ...        | ...        | 2                           | 0          | 0          | 2                             | 0          | 0          |
| Uruguay                                | 5                           | 4          | 2          | 1                            | 1          | 0          | 2   | 4          | 1          | 5                           | 4          | 2          | 0                             | 1          | 0          |
| Venezuela                              | 24                          | 8          | 7          | 3                            | 0          | 0          | 1   | 0          | 0          | 21                          | 8          | 7          | 0                             | 0          | 0          |

Table 4

|  | Direct aid to secondary education |      |      | Direct aid to post-secondary education |      |      | Aid to education, level unspecified |      |      | Share of education in total ODA |      |      | Share of education in total sector-allocable ODA |      |      | Share of basic education in total aid to education |      |      |
|--|-----------------------------------|------|------|--|------|------|-------------------------------------|------|------|---------------------------------|------|------|--|------|------|--|------|------|
|  | Constant 2005 US\$ millions       |      |      | Constant 2005 US\$ millions            |      |      | Constant 2005 US\$ millions         |      |      | (%)                             |      |      | (%)  |      |      | (%)  |      |      |
|  | 1999-2000 annual average          | 2004 | 2005 | 1999-2000 annual average               | 2004 | 2005 | 1999-2000 annual average            | 2004 | 2005 | 1999-2000 annual average        | 2004 | 2005 | 1999-2000 annual average                         | 2004 | 2005 | 1999-2000 annual average                           | 2004 | 2005 |
|  |                                   |      |      |  |      |      |                                     |      |      |                                 |      |      |  |      |      |  |      |      |
|  | 0                                 | 0    | 0    | 1                                      | 3    | 1    | 6                                   | 0    | 0    | 29                              | 10   | 4    | 29   | 10   | 4    | 43   | 6    | 18   |
|  | 3                                 | 24   | 2    | 20                                     | 17   | 7    | 4                                   | 7    | 7    | 14                              | 27   | 6    | 16   | 28   | 7    | 15   | 30   | 38   |
|  | 2                                 | 1    | 1    | 87                                     | 20   | 12   | 2                                   | 12   | 4    | 7                               | 44   | 2    | 7  | 46   | 2    | 1  | 18   | 13   |
|  | 0                                 | 0    | 1    | 0                                      | 0    | 0    | 0                                   | 11   | 12   | 7                               | 23   | 25   | 9  | 24   | 26   | 45   | 50   | 50   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | ...                             | ...  | ...  | ...  | ...  | ...  | ...  | ...  | ...  |
|  | 0                                 | 0    | 0    | 1                                      | 12   | 4    | 1                                   | 0    | 6    | 5                               | 13   | 10   | 8  | 25   | 19   | 58   | 21   | 47   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 1    | 51                              | 1    | 8    | 51   | 5    | 9    | 0  | 3    | 27   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 1    | 0                                   | 0    | 0    | 32                              | 8    | 14   | 38   | 12   | 14   | 0  | 45   | 49   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 4                               | 14   | 11   | 5  | 15   | 11   | 40   | 54   | 55   |
|  | 8                                 | 4    | 1    | 16                                     | 4    | 1    | 33                                  | 9    | 13   | 18                              | 3    | 26   | 19   | 3    | 27   | 52   | 29   | 86   |
|  | 33                                | 3    | 6    | 22                                     | 19   | 12   | 115                                 | 12   | 8    | 11                              | 15   | 11   | 11   | 17   | 12   | 36   | 66   | 61   |
|  | 0                                 | 0    | 0    | 20                                     | 0    | 0    | 8                                   | 0    | 0    | 83                              | ...  | ...  | 89   | ...  | ...  | 14   | ...  | ...  |
|  | 1                                 | 5    | 1    | 1                                      | 5    | 1    | 4                                   | 1    | 1    | 24                              | 19   | 18   | 24   | 21   | 18   | 44   | 8    | 81   |
|  | 1                                 | 0    | 0    | 4                                      | 1    | 2    | 1                                   | 0    | 0    | 11                              | 8    | 15   | 11   | 9    | 15   | 29   | 80   | 89   |
|  | 5                                 | 3    | 1    | 17                                     | 36   | 29   | 2                                   | 5    | 6    | 3                               | 8    | 6    | 3  | 8    | 7    | 27   | 9    | 9    |
|  | 0                                 | 1    | 4    | 5                                      | 6    | 5    | 1                                   | 3    | 4    | 3                               | 12   | 8    | 4  | 13   | 9    | 29   | 58   | 27   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 93                              | 21   | 18   | 93   | 21   | 19   | 0  | 45   | 44   |
|  | 0                                 | 1    | 0    | 2                                      | 3    | 1    | 0                                   | 1    | 1    | 11                              | 19   | 28   | 11   | 19   | 33   | 14   | 9    | 55   |
|  | 0                                 | 2    | 0    | 0                                      | 1    | 1    | 1                                   | 0    | 1    | 16                              | 52   | 11   | 16   | 55   | 11   | 34   | 3    | 35   |
|  | 5                                 | 3    | 10   | 5                                      | 3    | 2    | 1                                   | 0    | 1    | 27                              | 17   | 22   | 30   | 24   | 23   | 4  | 15   | 23   |
|  | 80                                | 66   | 58   | 43                                     | 65   | 52   | 41                                  | 18   | 78   | 8                               | 8    | 10   | 9  | 8    | 10   | 19   | 28   | 44   |
|  |                                   |      |      |  |      |      |                                     |      |      |                                 |      |      |  |      |      |  |      |      |
|  | 56                                | 57   | 79   | 176                                    | 222  | 219  | 140                                 | 158  | 176  | 6                               | 8    | 8    | 8  | 11   | 11   | 45   | 47   | 40   |
|  |                                   |      |      |  |      |      |                                     |      |      |                                 |      |      |  |      |      |  |      |      |
|  | 2                                 | 1    | 3    | 23                                     | 38   | 85   | 30                                  | 7    | 19   | ...                             | ...  | ...  | ...  | ...  | ...  | ...  | ...  | ...  |
|  | 2                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 52                              | 0    | 1    | 54   | 0    | 1    | 12   | ...  | 0    |
|  | 0                                 | 0    | 3    | 0                                      | 0    | 0    | 1                                   | 0    | 0    | 16                              | 0    | 96   | 16   | 0    | 98   | 50   | 8    | 0    |
|  | 3                                 | 1    | 2    | 8                                      | 16   | 10   | 4                                   | 2    | 2    | 13                              | 22   | 26   | 26   | 27   | 29   | 15   | 8    | 52   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 0                               | ...  | ...  | 0  | ...  | ...  | ...  | ...  | ...  |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 4                               | 0    | 3    | 4  | 0    | 3    | 23   | 0    | 25   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 3                               | 4    | 3    | 3  | 5    | 4    | 77   | 73   | 65   |
|  | 1                                 | 2    | 7    | 6                                      | 7    | 5    | 4                                   | 15   | 66   | 4                               | 10   | 14   | 6  | 19   | 17   | 73   | 83   | 46   |
|  | 4                                 | 4    | 2    | 24                                     | 35   | 23   | 11                                  | 7    | 9    | 18                              | 10   | 12   | 19   | 10   | 13   | 24   | 11   | 20   |
|  | 3                                 | 1    | 1    | 12                                     | 10   | 8    | 4                                   | 1    | 2    | 27                              | 13   | 17   | 29   | 15   | 20   | 13   | 6    | 17   |
|  | 2                                 | 3    | 4    | 12                                     | 22   | 18   | 15                                  | 2    | 1    | 4                               | 3    | 3    | 4  | 4    | 4    | 35   | 13   | 15   |
|  | 1                                 | 0    | 0    | 2                                      | 2    | 2    | 0                                   | 0    | 1    | 6                               | 12   | 3    | 8  | 14   | 4    | 11   | 49   | 28   |
|  | 2                                 | 0    | 1    | 4                                      | 9    | 3    | 1                                   | 0    | 0    | 12                              | 17   | 6    | 16   | 20   | 8    | 14   | 24   | 13   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 5                               | 8    | 2    | 5  | 8    | 2    | 48   | 32   | 20   |
|  | 10                                | 2    | 2    | 3                                      | 1    | 1    | 1                                   | 1    | 6    | 6                               | 6    | 10   | 7  | 6    | 11   | 33   | 69   | 48   |
|  | 2                                 | 6    | 5    | 5                                      | 11   | 5    | 2                                   | 2    | 2    | 5                               | 7    | 7    | 7  | 8    | 8    | 19   | 20   | 21   |
|  | 2                                 | 2    | 1    | 3                                      | 2    | 1    | 4                                   | 2    | 5    | 7                               | 7    | 4    | 8  | 8    | 5    | 51   | 53   | 48   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 1                               | 3    | 46   | 1  | 10   | 53   | 47   | 48   | 99   |
|  | 2                                 | 2    | 2    | 6                                      | 4    | 6    | 4                                   | 3    | 6    | 8                               | 7    | 12   | 10   | 8    | 16   | 64   | 54   | 72   |
|  | 5                                 | 1    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 4                               | 7    | 0    | 5  | 8    | 0    | 10   | 63   | 29   |
|  | 2                                 | 3    | 22   | 4                                      | 8    | 7    | 11                                  | 1    | 15   | 11                              | 5    | 7    | 15   | 8    | 10   | 59   | 45   | 33   |
|  | 1                                 | 1    | 1    | 2                                      | 4    | 3    | 13                                  | 38   | 10   | 2                               | 13   | 3    | 4  | 16   | 7    | 55   | 63   | 76   |
|  | 0                                 | 0    | 0    | 1                                      | 0    | 0    | 0                                   | 0    | 2    | 18                              | 7    | 7    | 20   | 9    | 13   | 81   | 69   | 78   |
|  | 1                                 | 1    | 1    | 14                                     | 24   | 17   | 5                                   | 2    | 2    | 9                               | 12   | 8    | 10   | 12   | 8    | 17   | 7    | 14   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 4                               | 2    | 0    | 5  | 2    | 0    | 54   | 50   | ...  |
|  | 3                                 | 13   | 5    | 3                                      | 2    | 2    | 14                                  | 60   | 3    | 10                              | 8    | 7    | 14   | 17   | 10   | 81   | 55   | 75   |
|  | 1                                 | 0    | 1    | 11                                     | 1    | 1    | 0                                   | 1    | 1    | 37                              | 6    | 6    | 38   | 7    | 7    | 7  | 29   | 12   |
|  | 0                                 | 1    | 7    | 1                                      | 2    | 1    | 2                                   | 3    | 3    | 2                               | 10   | 22   | 9  | 11   | 24   | 55   | 51   | 30   |
|  | 5                                 | 10   | 7    | 10                                     | 13   | 9    | 5                                   | 7    | 4    | 2                               | 8    | 7    | 3  | 9    | 10   | 32   | 34   | 34   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 0                               | 2    | 0    | 0  | 2    | 0    | 5  | 0    | 0    |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 8                               | 3    | 2    | 8  | 4    | 2    | 58   | 64   | 64   |
|  | 0                                 | 2    | 0    | 0                                      | 0    | 0    | 1                                   | 1    | 0    | 9                               | 20   | 6    | 9  | 22   | 6    | 50   | 22   | 40   |
|  | 0                                 | 0    | 0    | 1                                      | 1    | 2    | 0                                   | 0    | 16   | 3                               | 2    | 30   | 3  | 2    | 30   | 6  | 31   | 45   |
|  | 0                                 | 0    | 0    | 1                                      | 1    | 0    | 0                                   | 0    | 0    | 9                               | 4    | 1    | 11   | 5    | 1    | 9  | 0    | 3    |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | 35                              | 7    | 37   | 35   | 7    | 37   | 100  | 100  | 100  |
|  | 1                                 | 0    | 0    | 2                                      | 2    | 1    | 1                                   | 1    | 0    | 28                              | 16   | 4    | 28   | 20   | 4    | 16   | 35   | 11   |
|  | 1                                 | 1    | 1    | 17                                     | 7    | 5    | 3                                   | 0    | 1    | 17                              | 12   | 17   | 20   | 13   | 20   | 13   | 5    | 5    |

Table 4 (continued)

|                                      | Total aid to education      |      |      | Total aid to basic education |      |      | Total aid to basic education per primary school-age child |      |      | Direct aid to education     |      |      | Direct aid to basic education |      |      |
|--------------------------------------|-----------------------------|------|------|------------------------------|------|------|---|------|------|-----------------------------|------|------|-------------------------------|------|------|
|                                      | Constant 2005 US\$ millions |      |      | Constant 2005 US\$ millions  |      |      | Constant 2005 US\$  |      |      | Constant 2005 US\$ millions |      |      | Constant 2005 US\$ millions   |      |      |
|                                      | 1999-2000 annual average    | 2004 | 2005 | 1999-2000 annual average     | 2004 | 2005 | 1999-2000 annual average                                  | 2004 | 2005 | 1999-2000 annual average    | 2004 | 2005 | 1999-2000 annual average      | 2004 | 2005 |
| North America and Western Europe     | 3                           | 55   | 1    | 0                            | 27   | 0    | ...   | ...  | ...  | 3                           | 55   | 0    | 0                             | 0    | 0    |
| <i>unallocated within the region</i> | 2                           | 55   | 1    | 0                            | 27   | 0    | ...   | ...  | ...  | 2                           | 55   | 0    | 0                             | 0    | 0    |
| Malta                                | 1                           | 0    | 0    | 0                            | 0    | 0    | 1   | 0    | 0    | 1                           | 0    | 0    | 0                             | 0    | 0    |
| South and West Asia                  | 812                         | 2750 | 1101 | 431                          | 2141 | 537  | 3   | 13   | 3    | 798                         | 2564 | 1060 | 328                           | 1972 | 365  |
| <i>unallocated within the region</i> | 0                           | 0    | 0    | 0                            | 0    | 0    | ...   | ...  | ...  | 0                           | 0    | 0    | 0                             | 0    | 0    |
| Afghanistan                          | 7                           | 199  | 227  | 2                            | 159  | 165  | 0   | 33   | 33   | 7                           | 186  | 213  | 1                             | 143  | 151  |
| Bangladesh                           | 129                         | 928  | 308  | 79                           | 696  | 101  | 4   | 42   | 6    | 129                         | 887  | 308  | 75                            | 671  | 77   |
| Bhutan                               | 5                           | 3    | 7    | 1                            | 2    | 1    | ...   | ...  | ...  | 5                           | 3    | 7    | 0                             | 1    | 0    |
| India                                | 446                         | 1034 | 82   | 284                          | 946  | 19   | 3   | 8    | 0    | 432                         | 983  | 82   | 197                           | 918  | 17   |
| Iran, Islamic Republic of            | 77                          | 57   | 19   | 4                            | 1    | 1    | 0   | 0    | 0    | 77                          | 57   | 19   | 0                             | 1    | 0    |
| Maldives                             | 15                          | 16   | 8    | 0                            | 1    | 1    | 7   | 20   | 19   | 15                          | 16   | 8    | 0                             | 1    | 1    |
| Nepal                                | 56                          | 199  | 19   | 47                           | 190  | 11   | 15  | 54   | 3    | 56                          | 199  | 18   | 46                            | 188  | 9    |
| Pakistan                             | 26                          | 256  | 295  | 9                            | 141  | 197  | 0   | 7    | 10   | 26                          | 176  | 273  | 5                             | 46   | 104  |
| Sri Lanka                            | 50                          | 56   | 136  | 4                            | 6    | 42   | 3   | 3    | 26   | 50                          | 56   | 133  | 4                             | 3    | 6    |
| Sub-Saharan Africa                   | 2279                        | 2900 | 2810 | 1149                         | 1451 | 1504 | 11  | 13   | 13   | 1765                        | 2235 | 2337 | 631                           | 990  | 956  |
| <i>unallocated within the region</i> | 42                          | 54   | 50   | 23                           | 42   | 10   | ...   | ...  | ...  | 41                          | 52   | 49   | 18                            | 34   | 2    |
| Angola                               | 21                          | 16   | 66   | 8                            | 5    | 57   | 5   | 3    | 31   | 21                          | 16   | 66   | 3                             | 3    | 54   |
| Benin                                | 37                          | 59   | 69   | 18                           | 32   | 26   | 16  | 24   | 19   | 28                          | 45   | 68   | 8                             | 24   | 8    |
| Botswana                             | 13                          | 1    | 64   | 0                            | 0    | 32   | 1   | 1    | 102  | 13                          | 1    | 64   | 0                             | 0    | 0    |
| Burkina Faso                         | 67                          | 160  | 153  | 35                           | 135  | 87   | 17  | 63   | 39   | 52                          | 140  | 81   | 25                            | 124  | 43   |
| Burundi                              | 6                           | 18   | 21   | 2                            | 8    | 11   | 2   | 7    | 9    | 4                           | 5    | 11   | 0                             | 1    | 2    |
| Cameroon                             | 115                         | 141  | 72   | 31                           | 23   | 29   | 13  | 9    | 11   | 92                          | 141  | 72   | 6                             | 22   | 21   |
| Cape Verde                           | 26                          | 37   | 45   | 7                            | 4    | 9    | 105   | 57   | 122  | 21                          | 33   | 37   | 2                             | 2    | 1    |
| C. A. R.                             | 28                          | 13   | 17   | 7                            | 2    | 10   | 11  | 3    | 15   | 21                          | 10   | 14   | 2                             | 1    | 9    |
| Chad                                 | 30                          | 27   | 19   | 11                           | 14   | 11   | 8   | 9    | 7    | 22                          | 20   | 14   | 6                             | 9    | 9    |
| Comoros                              | 7                           | 11   | 28   | 3                            | 1    | 10   | 27  | 11   | 83   | 6                           | 11   | 27   | 0                             | 0    | 0    |
| Congo                                | 16                          | 52   | 30   | 7                            | 17   | 7    | 13  | 25   | 11   | 16                          | 43   | 22   | 0                             | 10   | 3    |
| Côte d'Ivoire                        | 126                         | 39   | 37   | 45                           | 5    | 10   | 17  | 2    | 3    | 110                         | 39   | 37   | 22                            | 5    | 10   |
| D. R. Congo                          | 14                          | 123  | 40   | 6                            | 80   | 16   | 1   | 9    | 2    | 14                          | 79   | 36   | 3                             | 50   | 12   |
| Equatorial Guinea                    | 9                           | 7    | 8    | 4                            | 4    | 5    | 71  | 60   | 73   | 9                           | 7    | 8    | 3                             | 3    | 3    |
| Eritrea                              | 33                          | 2    | 95   | 27                           | 1    | 80   | 53  | 2    | 137  | 33                          | 2    | 95   | 25                            | 1    | 66   |
| Ethiopia                             | 52                          | 222  | 61   | 25                           | 106  | 33   | 2   | 13   | 4    | 51                          | 118  | 43   | 18                            | 49   | 18   |
| Gabon                                | 50                          | 42   | 24   | 15                           | 8    | 3    | 81  | 39   | 16   | 50                          | 42   | 24   | 10                            | 8    | 3    |
| Gambia                               | 11                          | 10   | 1    | 9                            | 10   | 1    | 48  | 46   | 3    | 10                          | 10   | 1    | 8                             | 10   | 1    |
| Ghana                                | 119                         | 194  | 103  | 86                           | 80   | 61   | 28  | 24   | 18   | 88                          | 144  | 71   | 70                            | 44   | 30   |
| Guinea                               | 41                          | 20   | 45   | 19                           | 9    | 24   | 15  | 7    | 16   | 41                          | 20   | 45   | 16                            | 9    | 14   |
| Guinea-Bissau                        | 13                          | 5    | 17   | 5                            | 1    | 7    | 26  | 5    | 28   | 8                           | 5    | 16   | 2                             | 1    | 1    |
| Kenya                                | 63                          | 110  | 64   | 39                           | 56   | 49   | 6   | 11   | 9    | 33                          | 78   | 64   | 22                            | 15   | 45   |
| Lesotho                              | 16                          | 22   | 3    | 2                            | 20   | 1    | 5   | 60   | 4    | 16                          | 20   | 2    | 1                             | 17   | 0    |
| Liberia                              | 2                           | 4    | 3    | 1                            | 4    | 3    | 3   | 6    | 5    | 2                           | 4    | 3    | 1                             | 3    | 3    |
| Madagascar                           | 73                          | 102  | 144  | 26                           | 49   | 81   | 12  | 20   | 31   | 41                          | 68   | 130  | 1                             | 23   | 45   |
| Malawi                               | 136                         | 39   | 94   | 94                           | 23   | 49   | 48  | 10   | 21   | 104                         | 25   | 61   | 67                            | 12   | 22   |
| Mali                                 | 84                          | 119  | 74   | 44                           | 96   | 37   | 24  | 44   | 16   | 72                          | 111  | 52   | 20                            | 91   | 13   |
| Mauritius                            | 24                          | 16   | 17   | 3                            | 0    | 2    | 25  | 0    | 15   | 24                          | 16   | 17   | 0                             | 0    | 2    |
| Mozambique                           | 151                         | 135  | 262  | 81                           | 77   | 180  | 32  | 21   | 47   | 109                         | 62   | 205  | 32                            | 38   | 111  |
| Namibia                              | 25                          | 8    | 5    | 17                           | 5    | 4    | 48  | 11   | 9    | 25                          | 8    | 5    | 14                            | 4    | 3    |
| Niger                                | 31                          | 79   | 80   | 13                           | 72   | 49   | 7   | 33   | 21   | 18                          | 75   | 48   | 3                             | 68   | 30   |
| Nigeria                              | 70                          | 70   | 13   | 40                           | 56   | 8    | 2   | 3    | 0    | 69                          | 70   | 13   | 23                            | 56   | 8    |
| Rwanda                               | 76                          | 27   | 42   | 36                           | 11   | 17   | 29  | 8    | 12   | 39                          | 14   | 27   | 5                             | 2    | 3    |
| Sao Tome and Principe                | 5                           | 10   | 4    | 1                            | 2    | 1    | ...   | 94   | 23   | 5                           | 10   | 4    | 0                             | 1    | 0    |
| Senegal                              | 138                         | 142  | 242  | 75                           | 59   | 29   | 48  | 32   | 16   | 129                         | 120  | 242  | 41                            | 46   | 23   |
| Seychelles                           | 1                           | 0    | 1    | 1                            | 0    | 0    | ...   | ...  | ...  | 1                           | 0    | 1    | 0                             | 0    | 0    |
| Sierra Leone                         | 23                          | 20   | 26   | 11                           | 12   | 15   | 16  | 16   | 18   | 2                           | 9    | 9    | 0                             | 7    | 3    |

Table 4

|  | Direct aid to secondary education |      |      | Direct aid to post-secondary education |      |      | Aid to education, level unspecified |      |      | Share of education in total ODA |      |      | Share of education in total sector-allocable ODA |      |      | Share of basic education in total aid to education |      |      |
|--|-----------------------------------|------|------|--|------|------|-------------------------------------|------|------|---------------------------------|------|------|--|------|------|--|------|------|
|  | Constant 2005 US\$ millions       |      |      | Constant 2005 US\$ millions            |      |      | Constant 2005 US\$ millions         |      |      | (%)                             |      |      | (%)  |      |      | (%)  |      |      |
|  | 1999-2000 annual average          | 2004 | 2005 | 1999-2000 annual average               | 2004 | 2005 | 1999-2000 annual average            | 2004 | 2005 | 1999-2000 annual average        | 2004 | 2005 | 1999-2000 annual average                         | 2004 | 2005 | 1999-2000 annual average                           | 2004 | 2005 |
|  | 0                                 | 0    | 0    | 2                                      | 1    | 0    | 0                                   | 54   | 0    | 4                               | 16   | 0    | 4  | 16   | 0    | 6  | 49   | 50   |
|  | 0                                 | 0    | 0    | 2                                      | 1    | 0    | 0                                   | 54   | 0    | ...                             | ...  | ...  | ...  | ...  | ...  | ...  | ...  | ...  |
|  | 0                                 | 0    | 0    | 1                                      | 0    | 0    | 0                                   | 0    | 0    | 39                              | ...  | ...  | 40   | ...  | ...  | 7  | ...  | ...  |
|  | 110                               | 263  | 247  | 170                                    | 177  | 144  | 190                                 | 152  | 304  | 12                              | 21   | 8    | 15   | 24   | 10   | 53   | 78   | 49   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 0                                   | 0    | 0    | ...                             | ...  | ...  | ...  | ...  | ...  | ...  | ...  | ...  |
|  | 0                                 | 11   | 5    | 5                                      | 14   | 42   | 1                                   | 19   | 15   | 4                               | 7    | 7    | 14   | 8    | 8    | 22   | 80   | 73   |
|  | 38                                | 182  | 171  | 8                                      | 25   | 12   | 9                                   | 9    | 48   | 6                               | 35   | 15   | 8  | 43   | 16   | 61   | 75   | 33   |
|  | 2                                 | 0    | 4    | 1                                      | 1    | 2    | 2                                   | 1    | 1    | 8                               | 6    | 9    | 8  | 6    | 9    | 21   | 56   | 13   |
|  | 12                                | 6    | 6    | 63                                     | 55   | 55   | 160                                 | 4    | 4    | 20                              | 26   | 2    | 22   | 26   | 3    | 64   | 91   | 23   |
|  | 0                                 | 5    | 1    | 69                                     | 52   | 17   | 8                                   | 0    | 1    | 51                              | 28   | 30   | 61   | 68   | 41   | 5  | 1    | 4    |
|  | 10                                | 14   | 6    | 4                                      | 0    | 0    | 0                                   | 1    | 1    | 47                              | 56   | 10   | 47   | 57   | 48   | 3  | 8    | 15   |
|  | 4                                 | 1    | 0    | 5                                      | 7    | 6    | 1                                   | 3    | 3    | 12                              | 28   | 4    | 12   | 30   | 4    | 83   | 95   | 56   |
|  | 1                                 | 4    | 0    | 12                                     | 16   | 5    | 9                                   | 110  | 163  | 3                               | 18   | 10   | 7  | 19   | 18   | 35   | 55   | 67   |
|  | 43                                | 40   | 52   | 2                                      | 8    | 6    | 1                                   | 4    | 69   | 8                               | 5    | 8    | 9  | 7    | 17   | 9  | 10   | 31   |
|  | 215                               | 398  | 236  | 396                                    | 591  | 523  | 523                                 | 257  | 622  | 12                              | 10   | 8    | 15   | 15   | 14   | 50   | 50   | 54   |
|  | 4                                 | 1    | 2    | 10                                     | 2    | 29   | 10                                  | 15   | 17   | ...                             | ...  | ...  | ...  | ...  | ...  | ...  | ...  | ...  |
|  | 1                                 | 1    | 0    | 7                                      | 8    | 7    | 10                                  | 4    | 5    | 6                               | 1    | 15   | 11   | 9    | 26   | 38   | 29   | 86   |
|  | 5                                 | 0    | 6    | 5                                      | 19   | 20   | 10                                  | 2    | 34   | 9                               | 10   | 13   | 10   | 12   | 15   | 47   | 54   | 37   |
|  | 2                                 | 0    | 0    | 11                                     | 0    | 0    | 0                                   | 0    | 63   | 30                              | 2    | 54   | 35   | 2    | 57   | 3  | 47   | 50   |
|  | 9                                 | 5    | 2    | 12                                     | 9    | 20   | 6                                   | 2    | 16   | 11                              | 26   | 16   | 13   | 29   | 18   | 53   | 84   | 57   |
|  | 0                                 | 0    | 0    | 2                                      | 3    | 2    | 2                                   | 0    | 6    | 3                               | 3    | 7    | 6  | 5    | 14   | 32   | 45   | 50   |
|  | 4                                 | 28   | 1    | 54                                     | 89   | 34   | 29                                  | 2    | 16   | 18                              | 15   | 15   | 24   | 35   | 38   | 27   | 16   | 40   |
|  | 3                                 | 5    | 1    | 11                                     | 25   | 26   | 5                                   | 1    | 10   | 18                              | 31   | 13   | 20   | 39   | 14   | 26   | 12   | 21   |
|  | 9                                 | 4    | 0    | 7                                      | 6    | 6    | 2                                   | 0    | 0    | 19                              | 16   | 16   | 22   | 18   | 19   | 24   | 16   | 59   |
|  | 2                                 | 2    | 0    | 13                                     | 5    | 5    | 2                                   | 4    | 0    | 8                               | 9    | 4    | 9  | 15   | 6    | 36   | 52   | 60   |
|  | 1                                 | 1    | 0    | 0                                      | 7    | 7    | 5                                   | 2    | 20   | 23                              | 25   | 43   | 29   | 28   | 51   | 45   | 12   | 37   |
|  | 0                                 | 9    | 0    | 2                                      | 20   | 19   | 13                                  | 4    | 0    | 12                              | 25   | 2    | 39   | 26   | 21   | 44   | 32   | 24   |
|  | 22                                | 3    | 0    | 36                                     | 30   | 27   | 31                                  | 1    | 0    | 19                              | 12   | 14   | 32   | 32   | 33   | 36   | 14   | 27   |
|  | 1                                 | 1    | 8    | 4                                      | 11   | 12   | 7                                   | 17   | 5    | 8                               | 6    | 2    | 13   | 12   | 5    | 46   | 65   | 40   |
|  | 2                                 | 1    | 0    | 1                                      | 1    | 1    | 3                                   | 2    | 4    | 29                              | 14   | 20   | 33   | 35   | 35   | 47   | 56   | 58   |
|  | 3                                 | 0    | 0    | 2                                      | 0    | 0    | 3                                   | 0    | 28   | 13                              | 1    | 29   | 23   | 2    | 66   | 80   | 63   | 85   |
|  | 4                                 | 7    | 2    | 17                                     | 50   | 11   | 12                                  | 12   | 12   | 6                               | 10   | 3    | 13   | 13   | 6    | 47   | 48   | 54   |
|  | 17                                | 12   | 0    | 13                                     | 21   | 20   | 9                                   | 0    | 0    | 45                              | 25   | 32   | 60   | 34   | 50   | 30   | 20   | 15   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 1                                   | 0    | 0    | 18                              | 20   | 1    | 19   | 22   | 1    | 84   | 96   | 61   |
|  | 10                                | 39   | 4    | 7                                      | 39   | 7    | 1                                   | 22   | 31   | 12                              | 8    | 7    | 14   | 16   | 13   | 72   | 41   | 59   |
|  | 8                                 | 0    | 0    | 11                                     | 11   | 10   | 6                                   | 0    | 21   | 15                              | 7    | 22   | 17   | 13   | 33   | 46   | 46   | 54   |
|  | 1                                 | 1    | 1    | 4                                      | 3    | 4    | 1                                   | 0    | 11   | 14                              | 8    | 21   | 18   | 10   | 38   | 37   | 24   | 41   |
|  | 2                                 | 4    | 5    | 5                                      | 9    | 7    | 4                                   | 50   | 8    | 6                               | 7    | 6    | 8  | 9    | 7    | 61   | 51   | 76   |
|  | 13                                | 0    | 0    | 1                                      | 0    | 0    | 1                                   | 2    | 2    | 17                              | 25   | 3    | 18   | 27   | 3    | 12   | 89   | 56   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 1                                   | 1    | 0    | 4                               | 1    | 1    | 8  | 4    | 3    | 67   | 89   | 81   |
|  | 8                                 | 1    | 0    | 15                                     | 25   | 26   | 17                                  | 19   | 60   | 12                              | 8    | 11   | 15   | 17   | 19   | 35   | 48   | 56   |
|  | 15                                | 5    | 6    | 1                                      | 0    | 12   | 20                                  | 8    | 21   | 20                              | 9    | 10   | 23   | 11   | 11   | 69   | 59   | 52   |
|  | 10                                | 6    | 0    | 7                                      | 12   | 12   | 34                                  | 2    | 27   | 14                              | 16   | 8    | 16   | 20   | 9    | 52   | 81   | 50   |
|  | 0                                 | 0    | 0    | 18                                     | 16   | 15   | 6                                   | 0    | 0    | 51                              | 41   | 35   | 51   | 74   | 37   | 13   | 0    | 11   |
|  | 7                                 | 6    | 4    | 13                                     | 11   | 9    | 56                                  | 6    | 81   | 9                               | 11   | 18   | 13   | 12   | 20   | 54   | 57   | 69   |
|  | 3                                 | 2    | 1    | 3                                      | 1    | 1    | 5                                   | 1    | 1    | 20                              | 3    | 5    | 21   | 3    | 5    | 67   | 62   | 68   |
|  | 5                                 | 0    | 7    | 3                                      | 4    | 5    | 6                                   | 3    | 6    | 11                              | 17   | 12   | 13   | 33   | 16   | 42   | 90   | 61   |
|  | 3                                 | 5    | 1    | 10                                     | 9    | 4    | 33                                  | 1    | 1    | 12                              | 5    | 0    | 12   | 5    | 1    | 57   | 80   | 61   |
|  | 4                                 | 1    | 1    | 4                                      | 6    | 10   | 27                                  | 5    | 14   | 15                              | 6    | 8    | 19   | 7    | 10   | 48   | 42   | 40   |
|  | 1                                 | 3    | 0    | 2                                      | 3    | 3    | 1                                   | 3    | 0    | 12                              | 22   | 22   | 13   | 24   | 27   | 21   | 21   | 12   |
|  | 9                                 | 11   | 149  | 21                                     | 58   | 59   | 59                                  | 5    | 11   | 16                              | 12   | 25   | 21   | 23   | 35   | 54   | 42   | 12   |
|  | 0                                 | 0    | 0    | 0                                      | 0    | 0    | 1                                   | 0    | 0    | 18                              | 4    | 5    | 18   | 6    | 8    | 47   | 23   | 36   |
|  | 0                                 | 1    | 0    | 1                                      | 1    | 0    | 0                                   | 0    | 5    | 8                               | 5    | 7    | 11   | 6    | 8    | 49   | 62   | 55   |

Table 4 (continued)

|                                 | Total aid to education      |               |              | Total aid to basic education |              |              | Total aid to basic education per primary school-age child |            |            | Direct aid to education     |              |              | Direct aid to basic education |              |              |
|---------------------------------|-----------------------------|---------------|--------------|------------------------------|--------------|--------------|---|------------|------------|-----------------------------|--------------|--------------|-------------------------------|--------------|--------------|
|                                 | Constant 2005 US\$ millions |               |              | Constant 2005 US\$ millions  |              |              | Constant 2005 US\$  |            |            | Constant 2005 US\$ millions |              |              | Constant 2005 US\$ millions   |              |              |
|                                 | 1999-2000 annual average    | 2004          | 2005         | 1999-2000 annual average     | 2004         | 2005         | 1999-2000 annual average                                  | 2004       | 2005       | 1999-2000 annual average    | 2004         | 2005         | 1999-2000 annual average      | 2004         | 2005         |
| Somalia                         | 5                           | 19            | 6            | 2                            | 12           | 5            | 1   | 8          | 3          | 5                           | 19           | 6            | 0                             | 5            | 4            |
| South Africa                    | 83                          | 80            | 149          | 39                           | 10           | 104          | 6   | 1          | 14         | 83                          | 80           | 149          | 34                            | 5            | 83           |
| Swaziland                       | 1                           | 1             | 25           | 0                            | 0            | 25           | 1   | 2          | 126        | 1                           | 1            | 25           | 0                             | 0            | 25           |
| Togo                            | 13                          | 14            | 17           | 5                            | 0            | 6            | 7   | 1          | 6          | 12                          | 14           | 17           | 2                             | 0            | 6            |
| Uganda                          | 147                         | 147           | 178          | 89                           | 83           | 107          | 18  | 14         | 18         | 99                          | 48           | 148          | 47                            | 32           | 84           |
| U. R. Tanzania                  | 80                          | 372           | 95           | 41                           | 137          | 36           | 6   | 20         | 5          | 31                          | 299          | 41           | 15                            | 99           | 6            |
| Zambia                          | 134                         | 104           | 194          | 90                           | 74           | 157          | 44  | 33         | 68         | 72                          | 96           | 158          | 53                            | 54           | 130          |
| Zimbabwe                        | 23                          | 6             | 5            | 8                            | 2            | 1            | 3   | 1          | 1          | 23                          | 6            | 5            | 1                             | 2            | 1            |
| <i>unallocated by countries</i> | <i>435</i>                  | <i>574</i>    | <i>794</i>   | <i>94</i>                    | <i>144</i>   | <i>394</i>   | <i>...</i>  | <i>...</i> | <i>...</i> | <i>428</i>                  | <i>574</i>   | <i>782</i>   | <i>44</i>                     | <i>111</i>   | <i>312</i>   |
| <b>Total</b>                    | <b>6 914</b>                | <b>10 712</b> | <b>8 328</b> | <b>2 756</b>                 | <b>5 074</b> | <b>3 672</b> | <b>5</b>  | <b>9</b>   | <b>6</b>   | <b>6 076</b>                | <b>9 662</b> | <b>7 612</b> | <b>1 541</b>                  | <b>4 020</b> | <b>2 466</b> |

|  |              |               |              |              |              |              |           |           |           |              |              |              |              |              |              |
|--|--------------|---------------|--------------|--------------|--------------|--------------|-----------|-----------|-----------|--------------|--------------|--------------|--------------|--------------|--------------|
| Total upper middle income countries    | 659          | 546           | 542          | 170          | 98           | 191          | 4         | 2         | 4         | 651          | 539          | 540          | 128          | 32           | 121          |
| Total low middle income countries      | 2 152        | 3 097         | 2 461        | 650          | 771          | 731          | 3         | 4         | 3         | 1 947        | 2 995        | 2 320        | 289          | 568          | 460          |
| Total high income countries            | 38           | 0             | 0            | 4            | 0            | 0            | 1         | 0         | 0         | 38           | 0            | 0            | 0            | 0            | 0            |
| Unallocated by income                  | 602          | 723           | 1 022        | 161          | 213          | 446          | ...       | ...       | ...       | 590          | 721          | 1 004        | 84           | 165          | 334          |
| <b>Total least developed countries</b> | <b>2 041</b> | <b>3 935</b>  | <b>3 115</b> | <b>1 054</b> | <b>2 477</b> | <b>1 658</b> | <b>10</b> | <b>23</b> | <b>15</b> | <b>1 590</b> | <b>3 307</b> | <b>2 652</b> | <b>599</b>   | <b>2 046</b> | <b>1 116</b> |
| <b>Total low income countries</b>      | <b>3 464</b> | <b>6 346</b>  | <b>4 303</b> | <b>1 770</b> | <b>3 992</b> | <b>2 303</b> | <b>6</b>  | <b>13</b> | <b>8</b>  | <b>2 850</b> | <b>5 406</b> | <b>3 748</b> | <b>1 039</b> | <b>3 255</b> | <b>1 552</b> |
| <b>Total middle income countries</b>   | <b>2 810</b> | <b>3 643</b>  | <b>3 003</b> | <b>820</b>   | <b>869</b>   | <b>923</b>   | <b>3</b>  | <b>3</b>  | <b>3</b>  | <b>2 598</b> | <b>3 535</b> | <b>2 859</b> | <b>417</b>   | <b>600</b>   | <b>580</b>   |
| <b>Total</b>                           | <b>6 914</b> | <b>10 712</b> | <b>8 328</b> | <b>2 756</b> | <b>5 074</b> | <b>3 672</b> | <b>5</b>  | <b>9</b>  | <b>6</b>  | <b>6 076</b> | <b>9 662</b> | <b>7 612</b> | <b>1 541</b> | <b>4 020</b> | <b>2 466</b> |

|                                  |              |               |              |              |              |              |            |            |            |              |              |              |              |              |              |
|----------------------------------|--------------|---------------|--------------|--------------|--------------|--------------|------------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Arab States                      | 1 057        | 1 383         | 1 283        | 309          | 496          | 457          | 8          | 13         | 11         | 1 032        | 1 372        | 1 194        | 141          | 454          | 341          |
| Central and Eastern Europe       | 396          | 382           | 295          | 126          | 80           | 27           | 10         | 7          | 2          | 360          | 345          | 291          | 84           | 24           | 11           |
| Central Asia                     | 104          | 211           | 118          | 26           | 70           | 58           | 4          | 11         | 10         | 84           | 193          | 103          | 9            | 43           | 43           |
| East Asia and the Pacific        | 1 252        | 1 728         | 1 265        | 361          | 324          | 431          | 2          | 2          | 3          | 1 059        | 1 656        | 1 207        | 128          | 193          | 275          |
| Latin America and the Caribbean  | 576          | 729           | 660          | 259          | 341          | 263          | 5          | 6          | 4          | 548          | 669          | 637          | 175          | 232          | 164          |
| North America and Western Europe | 3            | 55            | 1            | 0            | 27           | 0            | 5          | ...        | ...        | 3            | 55           | 0            | 0            | 0            | 0            |
| South and West Asia              | 812          | 2 750         | 1 101        | 431          | 2 141        | 537          | 3          | 13         | 3          | 798          | 2 564        | 1 060        | 328          | 1 972        | 365          |
| Sub-Saharan Africa               | 2 279        | 2 900         | 2 810        | 1 149        | 1 451        | 1 504        | 11         | 13         | 13         | 1 765        | 2 235        | 2 337        | 631          | 990          | 956          |
| <i>Unallocated by region</i>     | <i>435</i>   | <i>574</i>    | <i>794</i>   | <i>94</i>    | <i>144</i>   | <i>394</i>   | <i>...</i> | <i>...</i> | <i>...</i> | <i>428</i>   | <i>574</i>   | <i>782</i>   | <i>44</i>    | <i>111</i>   | <i>312</i>   |
| <b>Total</b>                     | <b>6 914</b> | <b>10 712</b> | <b>8 328</b> | <b>2 756</b> | <b>5 074</b> | <b>3 672</b> | <b>5</b>   | <b>9</b>   | <b>6</b>   | <b>6 076</b> | <b>9 662</b> | <b>7 612</b> | <b>1 541</b> | <b>4 020</b> | <b>2 466</b> |

Notes:

(...) indicates that data are not available.

Data for sector-allocable aid include general budget support.

All data represent commitments unless otherwise specified.

Sources: CRS online database (OECD-DAC, 2007c); DAC online database, Table 1 (OECD-DAC, 2007c); annex, Statistical Tables 1 and 5.

Table 4

|  | Direct aid to secondary education |       |      | Direct aid to post-secondary education |       |       | Aid to education, level unspecified |       |       | Share of education in total ODA |      |      | Share of education in total sector-allocable ODA |      |      | Share of basic education in total aid to education |      |      |
|--|-----------------------------------|-------|------|--|-------|-------|-------------------------------------|-------|-------|---------------------------------|------|------|--|------|------|--|------|------|
|  | Constant 2005 US\$ millions       |       |      | Constant 2005 US\$ millions            |       |       | Constant 2005 US\$ millions         |       |       | (%)                             |      |      | (%)  |      |      | (%)  |      |      |
|  | 1999-2000 annual average          | 2004  | 2005 | 1999-2000 annual average               | 2004  | 2005  | 1999-2000 annual average            | 2004  | 2005  | 1999-2000 annual average        | 2004 | 2005 | 1999-2000 annual average                         | 2004 | 2005 | 1999-2000 annual average                           | 2004 | 2005 |
|  | 0                                 | 0     | 0    | 0                                      | 0     | 0     | 4                                   | 13    | 2     | 4                               | 10   | 4    | 11   | 33   | 12   | 51   | 63   | 76   |
|  | 11                                | 23    | 17   | 28                                     | 41    | 8     | 11                                  | 10    | 40    | 16                              | 13   | 15   | 17   | 13   | 16   | 47   | 13   | 70   |
|  | 1                                 | 0     | 0    | 0                                      | 0     | 0     | 0                                   | 0     | 0     | 5                               | 3    | 47   | 7  | 4    | 49   | 7  | 90   | 99   |
|  | 0                                 | 0     | 0    | 3                                      | 13    | 11    | 6                                   | 0     | 0     | 12                              | 22   | 24   | 16   | 29   | 32   | 41   | 3    | 33   |
|  | 2                                 | 10    | 6    | 15                                     | 3     | 42    | 34                                  | 2     | 17    | 13                              | 10   | 13   | 15   | 12   | 17   | 60   | 56   | 60   |
|  | 6                                 | 192   | 6    | 7                                      | 5     | 22    | 3                                   | 3     | 7     | 6                               | 18   | 5    | 8  | 22   | 6    | 51   | 37   | 38   |
|  | 4                                 | 4     | 5    | 3                                      | 5     | 5     | 13                                  | 33    | 19    | 12                              | 10   | 10   | 16   | 16   | 21   | 67   | 71   | 81   |
|  | 3                                 | 0     | 0    | 5                                      | 3     | 3     | 13                                  | 1     | 1     | 10                              | 4    | 3    | 11   | 6    | 4    | 35   | 38   | 26   |
|  | 27                                | 9     | 21   | 265                                    | 388   | 297   | 93                                  | 66    | 151   | ...                             | ...  | ...  | ...  | ...  | ...  | ...  | ...  | ...  |
|  | 887                               | 1 054 | 826  | 2 056                                  | 3 531 | 2 624 | 1 592                               | 1 058 | 1 695 | 10                              | 11   | 7    | 13   | 14   | 11   | 40   | 47   | 44   |

|  |     |       |     |       |       |       |       |       |       |     |     |     |     |     |     |     |     |     |
|--|-----|-------|-----|-------|-------|-------|-------|-------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|  | 94  | 64    | 40  | 352   | 317   | 241   | 77    | 126   | 139   | 17  | 19  | 10  | 19  | 21  | 11  | 26  | 18  | 35  |
|  | 373 | 230   | 230 | 767   | 1 894 | 1 228 | 518   | 303   | 402   | 8   | 10  | 6   | 10  | 11  | 11  | 30  | 25  | 30  |
|  | 0   | 0     | 0   | 29    | 0     | 0     | 8     | 0     | 0     | 28  | 24  | 9   | 30  | 71  | 9   | 11  | 0   | 0   |
|  | 36  | 23    | 30  | 327   | 439   | 434   | 142   | 94    | 206   | ... | ... | ... | ... | ... | ... | ... | ... | ... |
|  | 222 | 543   | 439 | 310   | 485   | 477   | 459   | 232   | 620   | 11  | 13  | 9   | 14  | 19  | 13  | 52  | 63  | 53  |
|  | 382 | 737   | 527 | 581   | 880   | 722   | 848   | 534   | 948   | 11  | 13  | 8   | 14  | 18  | 12  | 51  | 63  | 54  |
|  | 468 | 294   | 269 | 1 119 | 2 211 | 1 469 | 594   | 429   | 541   | 10  | 11  | 6   | 12  | 12  | 11  | 29  | 24  | 31  |
|  | 887 | 1 054 | 826 | 2 056 | 3 531 | 2 624 | 1 592 | 1 058 | 1 695 | 10  | 11  | 7   | 13  | 14  | 11  | 40  | 47  | 44  |

|  |     |       |     |       |       |       |       |       |       |     |     |     |     |     |     |     |     |     |
|--|-----|-------|-----|-------|-------|-------|-------|-------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|  | 201 | 121   | 108 | 378   | 726   | 602   | 311   | 71    | 143   | 16  | 8   | 5   | 20  | 10  | 11  | 29  | 36  | 36  |
|  | 47  | 47    | 27  | 181   | 199   | 226   | 48    | 75    | 27    | 7   | 10  | 5   | 11  | 11  | 6   | 32  | 21  | 9   |
|  | 23  | 21    | 7   | 38    | 94    | 37    | 14    | 35    | 16    | 5   | 12  | 5   | 7   | 13  | 6   | 25  | 33  | 49  |
|  | 207 | 139   | 101 | 450   | 1 134 | 576   | 273   | 190   | 256   | 9   | 15  | 9   | 10  | 16  | 11  | 29  | 19  | 34  |
|  | 56  | 57    | 79  | 176   | 222   | 219   | 140   | 158   | 176   | 6   | 8   | 8   | 8   | 11  | 11  | 45  | 47  | 40  |
|  | 0   | 0     | 0   | 2     | 1     | 0     | 0     | 54    | 0     | 4   | 16  | 0   | 4   | 16  | 0   | 6   | 49  | 50  |
|  | 110 | 263   | 247 | 170   | 177   | 144   | 190   | 152   | 304   | 12  | 21  | 8   | 15  | 24  | 10  | 53  | 78  | 49  |
|  | 215 | 398   | 236 | 396   | 591   | 523   | 523   | 257   | 622   | 12  | 10  | 8   | 15  | 15  | 14  | 50  | 50  | 54  |
|  | 27  | 9     | 21  | 265   | 388   | 297   | 93    | 66    | 151   | ... | ... | ... | ... | ... | ... | ... | ... | ... |
|  | 887 | 1 054 | 826 | 2 056 | 3 531 | 2 624 | 1 592 | 1 058 | 1 695 | 10  | 11  | 7   | 13  | 14  | 11  | 40  | 47  | 44  |

# Glossary

**Achievement.** Performance on standardized tests or examinations that measure knowledge or competence in a specific subject area. The term is sometimes used as an indication of education quality within an education system or when comparing a group of schools.

**Adult education.** Educational activities, offered through formal, non-formal or informal frameworks, targeted at adults and aimed at advancing, or substituting for, initial education and training. The purpose may be to (a) complete a given level of formal education or professional qualification; (b) acquire knowledge and skills in a new field (not necessarily for a qualification); and/or (c) refresh or update knowledge and skills. See also **basic education** and **continuing education**.

**Adult literacy rate.** Number of literate persons aged 15 and above, expressed as a percentage of the total population in that age group. Different ways of defining and assessing literacy yield different results regarding the number of persons designated as literate.

**Age-specific enrolment ratio (ASER).** Enrolment of a given age or age group, regardless of the level of education in which pupils or students are enrolled, expressed as a percentage of the population of the same age or age group.

**Basic education.** Term referring to the whole range of educational activities taking place in various settings (formal, non-formal and informal) that aim to meet **basic learning needs**; in the Dakar Framework it is synonymous with the broad EFA agenda. Similarly, the OECD-DAC and standard aid classifications use a definition that includes early childhood education, primary education and basic life skills for youth and adults, including literacy. According to the **International Standard Classification of Education (ISCED)**, basic education comprises primary education (first stage of basic education) and lower secondary education (second stage).

**Basic learning needs.** Defined in the World Declaration on Education for All (Jomtien, Thailand, 1990) as essential tools for learning (e.g. literacy, oral expression, numeracy and problem-solving) as well as basic learning content (e.g. knowledge, skills, values and attitudes) that human beings require to be able to survive, develop their full capacities, live and work in dignity, participate in development, improve their quality of life, make informed decisions and continue learning.

The scope of basic learning needs and how they should be met varies by country and culture, and changes over time.

**Child- or under-5 mortality rate.** Probability of dying between birth and the fifth birthday. It is expressed as deaths per 1,000 live births.

**Child labour.** Work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development.

**Cognitive development.** The development of the mental action or process of acquiring knowledge through thought, experience and senses.

**Compulsory education or attendance.** Educational programmes that children and young people are legally obliged to attend, usually defined in terms of a number of grades or an age range, or both.

**Constant prices.** A way to express financial values in real terms that enables comparisons over time. To measure changes in real national income or product, economists calculate the value of total production in each year at constant prices using a set of prices that applied in a chosen base year.

**Continuing (or further) education.** A general term referring to a wide range of educational activities designed to meet the **basic learning needs** of adults. See also **adult education**.

**Disability.** A physical or mental condition that may be temporary or permanent and that limits a person's opportunities to take part in the community on an equal level with others.

**Dropout rate by grade.** Percentage of pupils or students who drop out of a given grade in a given school year. It is the difference between 100% and the sum of the promotion and repetition rates.

**Early childhood.** The period of a child's life from birth to age 8.

**Early childhood care and education (ECCE).** Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme.



ECCE programmes are normally designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

**Education for All Development Index (EDI).** Composite index aimed at measuring overall progress towards EFA. At present, the EDI incorporates four of the most easily quantifiable EFA goals – universal primary education as measured by the net enrolment ratio, adult literacy as measured by the adult literacy rate, gender parity as measured by the gender-specific EFA index and quality of education as measured by the survival rate to grade 5. Its value is the arithmetical mean of the observed values of these four indicators.

**Elementary education.** See **primary education**.

**Enrolment.** Number of pupils or students enrolled at a given level of education, regardless of age. See also **gross enrolment ratio** and **net enrolment ratio**.

**Entrance age (official).** Age at which pupils or students would enter a given programme or level of education, assuming they had started at the official entrance age for the lowest level, studied full time throughout and progressed through the system without repeating or skipping a grade. The theoretical entrance age to a given programme or level may be very different from the actual or even the most common entrance age.

**Equity.** In education, the extent to which access and opportunities for children and adults are just and fair. This implies reduction of disparities based on gender, poverty, residence, ethnicity, language and other characteristics.

**Equivalency education.** Programmes primarily organized for children and youth who lacked access to or dropped out of formal primary/basic education. Typically, such programmes aim at providing the equivalent of formal primary/basic education and at mainstreaming the target groups into the formal system upon successful completion of the equivalency programme.

**Fields of study in tertiary or higher education.**

*Education:* teacher training and education science.

*Humanities and arts:* humanities, religion and theology, fine and applied arts.

*Social sciences, business and law:* social and behavioural sciences, journalism and information, business and administration, law.

*Science:* life and physical sciences, mathematics, statistics and computer sciences.

*Engineering, manufacturing and construction:* engineering and engineering trades, manufacturing and processing, architecture and building.

*Agriculture:* agriculture, forestry and fishery, veterinary studies.

*Health and welfare:* medical sciences and health related sciences, social services.

*Services:* personal services, transport services, environmental protection, security services.

**Foreign students.** Students enrolled in an education programme in a country of which they are not permanent residents.

**Gender parity index (GPI).** Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other.

**Gender-specific EFA index (GEI).** Composite index measuring relative achievement of gender parity in total participation in primary and secondary education as well as gender parity in adult literacy. The GEI is calculated as an arithmetical mean of the gender parity indices of the primary and secondary gross enrolment ratios and of the adult literacy rate.

**General education.** Programmes designed to lead students to a deeper understanding of a subject or group of subjects especially, but not necessarily, with a view to preparing them for further education at the same or a higher level. These programmes are typically school-based and may or may not contain vocational elements. Their successful completion may or may not provide students with a labour-market-relevant qualification.

**Grade.** Stage of instruction usually equivalent to one complete school year.

**Graduate.** A person who has successfully completed the final year of a level or sublevel of education. In some countries completion occurs as a result of passing an examination or a series of examinations. In others it occurs after a requisite number of course hours have been accumulated. Sometimes both types of completion occur within a country.

**Gross enrolment ratio (GER).** Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. For the tertiary level, the population used is that of the five-year age group following on from the secondary school-leaving age. The GER can exceed 100% due to early or late entry and/or grade repetition.

**Gross intake rate (GIR).** Total number of new entrants to a given grade of primary education, regardless of age, expressed as a percentage of the population at the official school entrance age for that grade.

**Gross domestic product (GDP).** The value of all final goods and services produced in a country in one year (see also **gross national product**). GDP can be measured by adding up all of an economy's (a) income (wages, interest, profits and rents) or (b) expenditure (consumption, investment and government purchases) plus net exports (exports minus imports). Both results should be the same because one person's expenditure is always another person's income, so the sum of all incomes must equal the sum of all expenditures.

**Gross domestic product per capita.** GDP divided by the total population at mid-year.

**Gross national product (GNP).** The value of all final goods and services produced in a country in one year (**gross domestic product**) plus income that residents have received from abroad, minus income claimed by non-residents. GNP may be much less than GDP if much of the income from a country's production flows to foreign persons or firms. If the people or firms of a country hold large amounts of the stocks and bonds of firms or governments of other countries, and receive income from them, GNP may be greater than GDP.

**Gross national product per capita.** GNP divided by the total population at mid-year.

**HIV prevalence rate.** Estimated number of people of a given age group living with HIV/AIDS at the end of a given year, expressed as a percentage of the total population of the corresponding age group.

**Infectious diseases.** Diseases that are caused by pathogenic micro-organisms, such as bacteria, fungi, parasites or viruses, and that can be spread directly or indirectly from one person to another. They include avian influenza, dengue, hepatitis, malaria, measles, tuberculosis and yellow fever.

**Illiterate.** See **literate**.

**Indigenous language.** A language that originated in a specified territory or community and was not brought in from elsewhere.

**Infant mortality rate.** Probability of dying between birth and the first birthday. It is expressed as deaths per 1,000 live births.

**International Standard Classification of Education (ISCED).** Classification system designed to serve as an instrument for assembling, compiling and presenting comparable indicators and statistics of education both within countries and internationally. The system, introduced in 1976, was revised in 1997 (ISCED97).

**Labour force participation rate.** The share of employed plus unemployed people in comparison with the working-age population.

**Least developed countries (LDCs).** Low-income countries that, according to the United Nations, have human resource weaknesses (based on indicators of nutrition, health, education and adult literacy) and are economically vulnerable. A category used to guide donors and countries in allocating foreign assistance.

**Life expectancy at birth.** Theoretical number of years a newborn infant would live if prevailing patterns of age-specific mortality rates in the year of birth were to stay the same throughout the child's life.

**Literacy.** According to UNESCO's 1958 definition, the term refers to the ability of an individual to read and write with understanding a simple short statement related to his/her everyday life. The concept has since evolved to embrace multiple skill domains, each conceived on a scale of mastery levels and serving different purposes. Many today view literacy as the ability to identify, interpret, create, communicate and compute using printed and written materials in various contexts. Literacy is a process of learning that enables individuals to achieve personal goals, develop their knowledge and potential, and participate fully in the community and wider society.

**Literate/illiterate.** As used in the statistical tables, the term refers to a person who can/cannot read and write with understanding a simple statement related to his or her everyday life.

**Literate environment.** The term can have at least two meanings: (a) the availability of written, printed and visual materials in learners' surroundings, enabling them to make use of their basic reading and writing skills; (b) the prevalence of literacy in households and communities, enhancing the prospects of successful literacy acquisition by learners.

**Lower-secondary education (ISCED level 2).**

See **secondary education**.

**Net attendance rate (NAR).** Number of pupils in the official age group for a given level of education who attend school in that level, expressed as a percentage of the population in that age group.

**Net enrolment ratio (NER).** Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

**Net intake rate (NIR).** New entrants to the first grade of primary education who are of the official primary-school entrance age, expressed as a percentage of the population of that age.

**New entrants.** Pupils entering a given level of education for the first time; the difference between enrolment and repeaters in the first grade of the level.

**New entrants to the first grade of primary education with ECCE experience.** Number of new entrants to the first grade of primary school who have attended the equivalent of at least 200 hours of organized ECCE programmes, expressed as a percentage of the total number of new entrants to the first grade.

**Non-formal education.** Learning activities typically organized outside the formal education system. The term is generally contrasted with formal and informal education. In different contexts, non-formal education covers educational activities aimed at imparting adult literacy, basic education for out-of-school children and youth, life skills, work skills and general culture. Such activities usually have clear learning objectives, but vary by duration, in conferring certification for acquired learning and in organizational structure.

**Opportunity cost.** The benefit foregone when a scarce resource is used for one purpose instead of the best alternative use.

**Out-of-school children.** Children in the official primary school age range who are not enrolled in either primary or secondary school.

**Pedagogy.** The profession, science or theory of teaching.

**Post-secondary non-tertiary education (ISCED level 4).**

Programmes that lie between the upper secondary and tertiary levels from an international point of view, even though they might clearly be considered upper secondary or tertiary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 (upper secondary) but they serve to broaden the knowledge of students who have completed a programme at that level. The students are usually older than those at ISCED level 3. ISCED 4 programmes typically last between six months and two years.

**Pre-primary education (ISCED level 0).** Programmes at the initial stage of organized instruction, primarily designed to introduce very young children, aged at least 3 years, to a school-type environment and provide a bridge between home and school. Various referred to as infant education, nursery education, pre-school education, kindergarten or early childhood education, such programmes are the more formal component of ECCE. Upon completion of these programmes, children continue their education at ISCED 1 (primary education).

**Primary cohort completion rate.** The number of pupils who complete the final year of primary school expressed as a percentage of the number who entered the first year.

**Primary education (ISCED level 1).** Programmes normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics, and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, art and music. Religious instruction may also be featured. These subjects serve to develop pupils' ability to obtain and use information they need about their home, community or country. Also known as elementary education.

**Private enrolment.** Number of students enrolled in institutions that are not operated by public authorities but controlled and managed, whether for profit or not, by private bodies such as non-government organizations, religious bodies, special interest groups, foundations or business enterprises.

**Public enrolment.** Number of students enrolled in institutions that are controlled and managed by public authorities or agencies (national/federal, state/provincial or local), whatever the origins of their financial resources.

**Public expenditure on education.** Total current and capital expenditure on education by local, regional and national governments, including municipalities (household contributions are excluded). It covers public expenditure for both public and private institutions. Current expenditure includes expenditure for goods and services that are consumed within a given year and have to be renewed the following year, such as staff salaries and benefits; contracted or purchased services; other resources, including books and teaching materials; welfare services; and items such as furniture and equipment, minor repairs, fuel, telecommunications, travel, insurance and rent. Capital expenditure includes expenditure for construction, renovation and major repairs of buildings, and the purchase of heavy equipment or vehicles.

**Pupil.** A child enrolled in pre-primary or primary education. Youth and adults enrolled at more advanced levels are often referred to as students.

**Pupil/teacher ratio (PTR).** Average number of pupils per teacher at a specific level of education, based on headcounts for both pupils and teachers.

**Pupil/trained-teacher ratio.** Average number of pupils per **trained teacher** at a specific level of education, based on headcounts for both pupils and trained teachers.

**Purchasing power parity (PPP).** An exchange rate that accounts for price differences among countries, allowing international comparisons of real output and incomes.

**Quintile.** In statistics, one of five equal groups into which a population can be divided according to the distribution of values of a variable.

**Repetition rate by grade.** Number of **repeaters** in a given grade in a given school year, expressed as a percentage of enrolment in that grade the previous school year.

**Repeaters.** Number of pupils enrolled in the same grade or level as the previous year, expressed as a percentage of the total enrolment in that grade or level.

**School life expectancy (SLE).** Number of years a child of school entrance age is expected to spend at school or university, including years spent on repetition. It is the sum of the age-specific enrolment ratios for primary, secondary, post-secondary non-tertiary and tertiary education.

**School-age population.** Population of the age group officially corresponding to a given level of education, whether enrolled in school or not.

**Secondary education (ISCED levels 2 and 3).** Programme comprising lower secondary and upper secondary education. Lower secondary education (ISCED 2) is generally designed to continue the basic programmes of the primary level but the teaching is typically more subject-focused, requiring more specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education. In upper secondary education (ISCED 3), the final stage of secondary education in most countries, instruction is often organized even more along subject lines and teachers typically need a higher or more subject-specific qualification than at ISCED level 2.

**Sector-wide programme.** A programme in which all significant funding for the sector supports a single sector policy and expenditure programme, under the leadership of the government, adopting common approaches across the sector and progressing towards relying on government procedures to disburse and account for all funds.

**Stunting.** Proportion of under-5s falling below minus 2 and minus 3 standard deviations from the median height-for-age of the reference population. Low height for age is a basic indicator of malnutrition.

**Survival rate by grade.** Percentage of a cohort of students who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition.

**Teacher compensation.** A teacher's base salary plus all bonuses. Base salary refers to the minimum scheduled gross annual salary for a full-time teacher who has the minimum training necessary to be qualified at the beginning of his or her teaching career. Reported base salaries are defined as the total sum of money paid by the employer for the labour supplied minus the employer's contribution to social security and pension funding. Bonuses that are a regular part of the annual salary (e.g a thirteenth month of pay or a holiday bonus) are generally included in the base salary.

**Teachers/teaching staff.** Number of persons employed full time or part time in an official capacity to guide and direct the learning experience of pupils and students, irrespective of their qualifications or the delivery mechanism, i.e. face-to-face and/or at a distance. Excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) and persons who work occasionally or in a voluntary capacity.

**Technical and vocational education and training (TVET).** Programmes designed mainly to prepare students for direct entry into a particular occupation or trade, or class of occupations or trades. Successful completion of such programmes normally leads to a labour-market-relevant vocational qualification recognized by the relevant authorities (ministry of education, employers' associations) in the country in which it is obtained.

**Tertiary or higher education (ISCED levels 5 and 6).** Programmes with an educational content more advanced than what is offered at ISCED levels 3 and 4. The first stage of tertiary education, ISCED level 5, includes level 5A, composed of largely theoretically based programmes intended to provide sufficient qualifications for gaining entry to advanced research programmes and professions with high skill requirements; and level 5B, where programmes are generally more practical, technical and/or occupationally specific. The second stage of tertiary education, ISCED level 6, comprises programmes devoted to advanced study and original research, leading to the award of an advanced research qualification.

**Total debt service.** Sum of principal repayments and interest paid in foreign currency, goods or services on long-term debt, or interest paid on short-term debt, as well as repayments (repurchases and charges) to the International Monetary Fund.

**Total fertility rate.** Average number of children that would be born to a woman if she were to live to the end of her childbearing years (15 to 49) and bear children at each age in accordance with prevailing age-specific fertility rates.

**Total primary net enrolment ratio (TNER).** Enrolment of children of the official primary school age group in either primary or secondary school, expressed as a percentage of the population in that age group.

**Trained teacher.** Teacher who has received the minimum organized teacher training normally required for teaching at the relevant level in a given country.

**Transition rate to secondary education.** New entrants to the first grade of secondary education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education the previous year.

**Undernutrition/malnutrition.** The condition of people whose dietary energy intake is below that needed for maintaining a healthy life and carrying out light physical activity. Malnutrition refers to food deficiencies in terms of either quantity or quality (lack of specific nutrients or vitamins).

**Upper-secondary education (ISCED level 3).**  
See **secondary education**.

**Variance.** A measure of dispersion of a given distribution.

**Youth literacy rate.** Number of literate persons aged 15 to 24, expressed as a percentage of the total population in that age group.

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# Abbreviations

|          |   |
|----------|---|
| ADB      | Asian Development Bank  |
| AfDF     | African Development Fund  |
| AME      | Actualización de Maestros en Educación  |
| AsDF     | Asian Development Fund  |
| ASEAN    | Association of Southeast Asia Nations   |
| CA       | Continuous Assessment   |
| CAQ      | Custo Aluno Qualidade (Brazil)  |
| CCT      | Conditional cash transfer   |
| CIDA     | Canadian International Development Agency   |
| CLADE    | Campaña Latinoamericana por el Derecho a la Educación   |
| CONFEMEN | Conférence des Ministres de l'Éducation des pays ayant le français en partage   |
| CPIA     | Country Policy and Institutions Assessment  |
| CSO      | Civil society organization  |
| DAC      | Development Assistance Committee (OECD)   |
| DPT      | Diphtheria Pertussis Tetanus vaccine  |
| DFID     | Department for International Development (United Kingdom)   |
| E-9      | Nine high-population countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan)                        |
| EC       | European Commission   |
| ECCE     | Early childhood care and education  |
| EDI      | Education for All Development Index   |
| EFA      | Education for All   |
| EMIS     | Education Management Information System(s)  |
| ESDP     | Education Sector Development Programme (Ethiopia)   |
| ESSP     | Education Sector Strategic Plan (Mozambique)  |
| EU       | European Union  |
| FRESH    | Focusing Resources on Effective School Health   |
| FTI      | Fast Track Initiative   |
| FUNDEB   | Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação (Brazil)                      |
| FUNDEF   | Fundo de Manutenção e Desenvolvimento do Ensino Fundamental e de Valorização do Magistério (Brazil)                                   |
| G8       | Group of Eight (Canada, France, Germany, Italy, Japan, Russian Federation, United Kingdom and United States, plus EU representatives) |
| GCE      | Global Campaign for Education   |
| GDP      | Gross domestic product  |
| GNP      | Gross national product  |
| GEI      | Gender-specific EFA Index   |
| GER      | Gross enrolment ratio   |
| GIR      | Gross intake rate   |
| GNP      | Gross national product  |
| GPI      | Gender parity index   |

|          |   |
|----------|---|
| HIPC     | Heavily Indebted Poor Countries   |
| HIV/AIDS | Human immuno-deficiency virus/acquired immune deficiency syndrome       |
| IALS     | International Adult Literacy Survey                                     |
| IBE      | International Bureau of Education (UNESCO)                              |
| IBRD     | International Bank for Reconstruction and Development (World Bank)      |
| ICT      | Information and communication technology                                |
| IDA      | International Development Association (World Bank)                      |
| IDB      | Inter-American Development Bank   |
| IEA      | International Association for the Evaluation of Educational Achievement |
| IIEP     | International Institute for Educational Planning (UNESCO)               |
| ILO      | International Labour Organization                                       |
| IMF      | International Monetary Fund   |
| INEE     | Inter-Agency Network for Education in Emergencies                       |
| INGO     | International non-governmental organization                             |
| IRC      | International Resource Committee  |
| IRI      | Interactive Radio Instruction   |
| ISCED    | International Standard Classification of Education                      |
| LAMP     | Literacy Assessment and Monitoring Programme                            |
| LDCs     | Least developed countries   |
| LGA      | Local Government Area (Nigeria)   |
| LLECE    | Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación |
| MDG      | Millennium Development Goal   |
| MDRI     | Multilateral Debt Reduction Initiative                                  |
| MICS     | Multiple Indicator Cluster Surveys (UNICEF)                             |
| NBTL     | New Breakthrough to Literacy (Zambia)                                   |
| NCERT    | National Council of Educational Research and Training (India)           |
| NER      | Net enrolment ratio   |
| NEPAD    | New Partnership for Africa's Development                                |
| NFE      | Non-formal education  |
| NGO      | Non-government organization   |
| NIR      | Net intake rate   |
| ODA      | Official development assistance   |
| OECD     | Organisation for Economic Co-operation and Development                  |
| OHCHR    | Office of the United Nations High Commissioner for Human Rights         |
| OREALC   | UNESCO Regional Bureau for Education in Latin America and the Caribbean |
| OVC      | Orphans and vulnerable children   |
| PAP      | Priority Action Programme (Cambodia)                                    |
| PASEC    | Programme d'analyse des systèmes éducatifs de la CONFEMEN               |
| PETI     | Programa de Erradicação do Trabalho Infantil (Brazil)                   |
| PDDEB    | Plan Décennal de Développement de l'Éducation de Base (Burkina Faso)    |
| PEDP     | Primary Education Development Programme (Bangladesh)                    |
| PIRLS    | Progress in Reading Literacy Study                                      |
| PISA     | Programme for International Student Assessment                          |



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|            |   |
|------------|---|
| PPP        | Purchasing power parity   |
| PREAL      | Programa de Promoción de la Reforma Educativa de América Latina y el Caribe |
| PRONADE    | Programa Nacional de Autogestión para el Desarrollo Educativo (Guatemala)   |
| PRSP       | Poverty Reduction Strategy Paper  |
| PTA        | Parent-teacher association  |
| PTR        | Pupil/teacher ratio   |
| SACMEQ     | Southern and Eastern Africa Consortium on Monitoring Educational Quality    |
| SECAD      | Secretariat of Continuing Literacy and Diversity (Brazil)                   |
| SETA       | Sectoral Education and Training Authorities (South Africa)                  |
| Sida       | Swedish International Development Cooperation Agency                        |
| SMC        | School Management Committees (Nigeria)                                      |
| SNA        | SchoolNet Africa  |
| SWAPs      | Sector-wide approach  |
| TIMSS      | Trends in International Mathematics and Science Study                       |
| TNER       | Total primary net enrolment ratio   |
| TTISSA     | Teacher Training Initiative for sub-Saharan Africa                          |
| TVET       | Technical and vocational education and training                             |
| UIL        | UNESCO Institute for Lifelong Learning                                      |
| UIS        | UNESCO Institute for Statistics   |
| UN         | United Nations  |
| UN-HABITAT | United Nations Human Settlements Programme                                  |
| UNAIDS     | Joint United Nations Programme on HIV/AIDS                                  |
| UNDP       | United Nations Development Programme  |
| UNESCO     | United Nations Educational, Scientific and Cultural Organization            |
| UNEVOC     | International Centre for Technical and Vocational Training (UNESCO)         |
| UNFPA      | United Nations Population Fund  |
| UNICEF     | United Nations Children's Fund  |
| UNPD       | United Nations Population Division  |
| UPC        | Universal primary completion  |
| UPE        | Universal primary education   |
| USAID      | United States Agency for International Development                          |
| WEI        | World Education Indicators  |
| WHO        | World Health Organization   |

# Index

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